

**IR 305: Managing New Global Challenges**  
**Fall 2008**  
**Class MW 3:30-4:50, SOS B44**  
**Discussion Sections: T: 9:00-9:50 VKC 154**  
**Fri: 9:00-9:50 VKC 261**

**Professor Maura Godinez**

**Office: VKC322A**

**Office Hours: TBA**

**Phone: (213) 740-4057**

**Email: [maura.godinez@usc.edu](mailto:maura.godinez@usc.edu)**

**Blackboard: <https://blackboard.usc.edu>**

**TA: John Marc Williamson**

**Email: [johnmarw@usc.edu](mailto:johnmarw@usc.edu)**

**Course Description:**

How might climate change affect the world and what should we do about it? Is another world pandemic like the influenza of 1918-1920 inevitable or can we avoid it? Food riots have taken place this year on almost every continent; why are prices spiraling out of control and how should we fix it? Despite Al Qaeda's sponsorship of an international terrorist agenda, why does disagreement on what constitutes terrorism and how to fight it internationally remain? Stopping proliferation of weapons of mass destruction is in the best interest of the world in general; how come we cannot get everyone to play nice? Globalization provides opportunities and flexibility for many actors, including transnational criminals of every stripe. How can we shut down the bad guys within the system? Increased financial and trade interdependence creates both benefits and problems which individual states and the international system must manage, despite apparent built-in inequities. How can we best address these issues?

The goal of this course is to teach you to think critically, objectively, and intelligently about the global challenges facing your generation. We will first establish a baseline understanding of the mechanisms through which global issues are currently managed and review the human rights based approach to sustainable world development. Individual problems and possible solutions will be considered from different angles to include: reviewing potential impact on international security; assessing complex systems to identify root causes; weighing the cost versus benefit of possible actions to multiple interest groups; considering actors and mechanisms through which change can be accomplished; prioritizing which problems to address; and building consensus and cooperation to move forward through advocacy or other means. Some problems will be approached through the case study method. My job is to present you with cohesive readings, research tools and useful information on how to tackle an issue, a thought-provoking discussion environment, and the opportunity to learn. Your job is to diligently prepare for class, thoughtfully approach discussion questions, and engage on the issues you will face over the next several decades.

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

- Describe some global challenges facing today's world
- Evaluate a wide variety of resource materials based on a simple system of understanding of the source
- Describe actors and mechanisms for managing global challenges
- Examine issues for complex root causes
- List potential winners and losers for proposed solutions
- Outline selected cases on how an issue was/is being addressed
- List criteria which play in to how problems can be prioritized

### **Required Texts**

James P. Muldoon, Jr. The Architecture of Global Governance (Westview, 2004) available in the bookstore

Joseph Stiglitz, Making Globalization Work ((W.W. Norton, 2007) available in the bookstore

You will need to view the movie "An Inconvenient Truth" for discussion on climate change; it is available in the Leavy DVD collection.

You are required to read some credible media outlet daily so that you can discuss items of interest related to the global challenges discussed in class.

Readings related to specific lectures and exercises as well as additional resources lists for research will be posted on blackboard and/or handed out in class. We will use case studies to look at selected problems; these will either be posted on blackboard or be available on-line for purchase. Readings may be changed/added during the semester; information will be posted on blackboard and communicated both in class and through e-mail. Plan to check these sources routinely.

Background Resources: Do not be intimidated. These are regularly listed each week, but are NOT required readings. However, they are available for you to review for class discussion or your individual research. You will also identify numerous resources on your own; my suggestions are a helping hand.

### **Assignments/Grading breakdown**

Class preparation and participation: This constitutes 20 percent of your grade. Attendance and punctuality are necessary but not sufficient for fulfilling this requirement. You are expected to come to class having read the chapters/articles assigned; you will be asked to post comments on the readings on a discussion board which will form a starting point for class discussion. You will also sign up to be a discussion leader with myself during class or with John during discussion section once during the semester. On these

days you should be prepared to lead discussion and take questions from the class; you will turn in an outline/summary of the readings for prior consultation with myself or John to help you prepare. Active participation when you are not a discussion leader includes making and reading the postings of others prior to class, listening and responding to issues raised, and demonstrating knowledge of the issue from the reading or your own additional research, which you should be prepared to identify and describe.

Assignments: Written assignments will constitute 55 percent of your grade and will include:

--a short memo (1 page) outlining the nature, history and perspective of one international organization/mechanism (will be posted to a class database for all students to use as a reference);

--a short paper (2-3 pages) outlining how one international organization/mechanism has been used within the global process to define the problem/change the rules/build consensus/deliver solutions on one issue;

--a longer paper (10 pages) on a selected problem covered in class, describing the nature of the problem, root causes, potential winners and losers in possible solutions, and identifying how various actors/mechanisms can be employed to build consensus/deliver solutions (Please note that this paper is in lieu of a final exam, will constitute 30 percent of the written assignment grade and is due two weeks after the topic you select is covered in class.)

--a medium paper (3-5 pages) prioritizing (with your justification) the list of issues discussed in class.

Midterm Exam: This constitutes 25 percent of your grade and will focus on the first half of the class, covering issues related to the international system and actors and mechanisms for solving problems. The exam will combine definitions, short answer and essay questions and is designed to evaluate your familiarity with the readings and issues of global governance and the international system.

**Note on the Instructor:** The Central Intelligence Agency assigns senior officers to fill faculty positions at military service academies, military staff colleges, and selected civilian institutions of higher learning. Despite CIA sponsorship for this program, I am independently responsible for the design, content and conduct of my classes, so view points I present are mine alone and should not be attributed to the CIA as a whole. As an Operations Officer/intelligence practitioner in the Central Intelligence Agency with 20 years of experience, my focus for the issues addressed in this class is on practical problem solving; what can we do and what will the consequences of our actions be? As an intelligence professional, I always consider what any issue means for national and international security. My objective is to place my experience in a learning context to contribute to your understanding of the issues.

### **Conduct of the Class:**

Class contract: Given the breadth of global issues confronting us, I will make this class as flexible as possible. Although I have pre-selected certain problems to be covered

during the semester, there can be some flexibility in how we approach these problems based on class consensus. Additionally, I have left gaps for the class to identify priority problems for us to address. We will be forced to make choices given limited time and resources; this is part of the learning process. Within reason, you will be able to focus more in-depth on selected issues through flexibility on which discussions you sign up to lead and what topics you choose to write about. This is your class; you will get out of this course what you put in.

Attendance: Regular attendance is required; it is your responsibility to sign-in for every class meeting and discussion section. You are allowed two unexcused absences for the entire semester; use them wisely. Any more than two unexcused absences will result in a reduced participation grade. Only properly documented medical or other reasons (such as family or other emergencies) will be accepted unless you obtain prior permission from me; don't ask John, he cannot grant you an excused absence. If you have more than six unexcused absences, you fail the course. I understand that life happens, so talk to me early if there is an issue or problem; there is almost nothing we cannot work around except laziness.

Late penalty: Late submission of papers will be penalized with a grade reduction of 5 percent for each day the paper is late. Missed reading postings or discussion leadership sessions cannot be made up.

Participation in JEP or TIRP: Successful participation in JEP or TIRP can substitute for your discussion leadership requirement or for two readings postings. Should you complete all participation requirements, successful participation in JEP or TIRP will be considered as 1-2 points extra credit on your cumulative final grade.

Class etiquette: As a courtesy to fellow students, you are expected to follow proper classroom conduct. If your cell phone rings or you are observed using it during class, you will be asked to leave the room for the rest of the class. Computers are for taking class notes only; those observed surfing, chatting, etc. will not be allowed to bring computers again. Occasionally we will close all computers, take no notes and just talk; one person will be designated to take notes during those sessions and post them for all to review. Recording of class sessions is not allowed under any circumstances. Discussions may result in significantly diverging views; you can argue your own case better if you listen to and understand those who challenge you.

Get to know me: Please come to my office hours and/or e-mail me to discuss your questions about an issue, the course and/or the readings. The success of this class is built around dialogue and a spirit of inquiry. If you have a problem, there is a solution we can find together. I have high expectations for every student and look forward to working with each of you. I plan to have fun and ask you to join me.

### **Class Sessions (details for TBD topics to be filled in)**

#### **Week One: Introduction: Setting Our Agenda**

*Monday August 25:*

Lecture: Welcome, presentation of self, John and class plan.

Discussion: What do you see as the global challenges facing your generation?

Readings: None

**Assignment: Handout: Identifying Top Global Issues and Challenges**

Background Resources: (background resources are to help you prepare for classes and discussion and research. You should look at some but do not have to review all of them; additionally you may identify your own background resources.)

[www.un.org/issues](http://www.un.org/issues) to review Global Issues on UN Agenda

[www.oecd.org/maintopics](http://www.oecd.org/maintopics) to review OECD issues studied

Bjorn Lomborg, Global Crises, Global Solutions (Cambridge University Press, 2004); Introduction, pg 4-5, posted on blackboard

[www.copenhagenconsensus.com](http://www.copenhagenconsensus.com) to review the ten challenges for 2008

Brookings Global Economy and Development, 2007 Top Ten Global Economic Challenges (posted on blackboard or available on-line at

[www.brookings.edu/reports](http://www.brookings.edu/reports)

*Wednesday August 27:*

Lecture: Assessing Sources/Worldviews.

Discussion: Selecting issues and approaches (**come prepared to make your case for issues/approaches you would like to see on the class agenda**).

Readings:

--Lamy, Contemporary International Issues: Contending Perspectives, pp. 13-24, posted on blackboard

--Assessing Sources Handout after lecture

NO DISCUSSION SECTIONS THIS WEEK.

### **Weeks Two through Five: The International System**

*Monday September 1:* Labor Day holiday

*Tuesday September 2:* NO DISCUSSION SECTION.

*Wednesday September 3:*

Lecture: Quick History of IR and Economic Development

Discussion: Why do states cooperate? (**class discussion leader sign up**)

Readings:

-- Stiglitz: Chapter Two, (pgs 25-59)

--Thomas H. Henriksen, "The Rise and Decline of Rogue States", *Journal of International Affairs*, Vol. 54, no 2 (Spring 2001) posted on blackboard.

--News articles (2) on North Korea and changes as a result of the successful six party talks, posted on blackboard

Background resources:

--Muldoon, Chapters two-four (pgs 15-95; if you have previously studied IR political theory, you may skim to refresh your memory; if this is your first IR course, you will need to read this carefully. As you look at this material, consider the IR theories and how each explains why states cooperate.)

-- "Declaration of the Right to Development", UN, 1986, posted on blackboard and available on the internet on <http://www.unhchr.ch>.

--"The Human Development Concept", posted on blackboard, which is selected excerpts from the UNDP Human Development Reports website (if you know what the rights based approach (RBA) to development is, you can skim to refresh your memory, otherwise read carefully. As you look at this material, consider how it explains why states cooperate.)

--To review the UN Millennium Challenge Goals; [www.un.org/millenniumgoals](http://www.un.org/millenniumgoals) is a good place to start.

*Fri September 5:*

Discussion section: Practical exercise on source assessment

Reading: Stiglitz, Preface

Background Resources:

--Autobiography of Stiglitz found on the Nobel Prize website

[http://nobelprize.org/nobel\\_prizes/economics/laureates/2001/stiglitz-autobio.html](http://nobelprize.org/nobel_prizes/economics/laureates/2001/stiglitz-autobio.html)

--Robert A. Senser, "Nobel Sentiment: Joseph Stiglitz and the Washington Consensus", Commonweal Library, December 7, 2001, posted on blackboard or available on the internet through <http://findarticles.com>.

--Soren Ambrose, "Stiglitz, Maverick World Bank Economist, Pushed Out", Economic Justice News, Vol. 2, No. 2, January 2000, posted on blackboard or available through the internet through <http://www.50years.org/cms/ejn/story/215>.

**Week three:**

*Monday September 8:*

Lecture: International Human Rights Regime Today

Discussion: HR and the issues: HR's power to motivate change and/or frame issues

([class discussion leader sign up](#))

Readings:

--Universal Declaration on Human Rights, posted on blackboard and available on the internet.

--Ann M. Florini, ed. The Third Force: The Rise of Transnational Civil Society, (Carnegie Endowment for Peace, 2001) Chapter 8, "The Power of Norms versus the Norms of Power: Transnational Civil Society and Human Rights", Thomas Risse, pp. 187-210 posted on blackboard.

Background resources:

--The Cairo Declaration on Human Rights in Islam, posted on blackboard and available on the internet from various sites.

## IR 305 Syllabus

--UNESCO June 2005 country list of who has ratified primary UN HR conventions, posted on blackboard

--UNDP Human Development Report 2000, "Human Rights and Human Development: Overview", posted on blackboard and available on the internet (if you know what the RBA to development is, you can skim, otherwise, read carefully).

*Tuesday September 9:*

Discussion Section: Practical exercise on source assessment

Reading: Stiglitz, Preface

Background Resources:

--Autobiography of Stiglitz found on the Nobel Prize website  
[http://nobelprize.org/nobel\\_prizes/economics/laureates/2001/stiglitz-autobio.html](http://nobelprize.org/nobel_prizes/economics/laureates/2001/stiglitz-autobio.html)

--Robert A. Senser, Nobel Sentiment: Joseph Stiglitz and the Washington Consensus, Commonweal Library, December 7, 2001, posted on blackboard or available on the internet through <http://findarticles.com>

--Soren Ambrose, "Stiglitz, Maverick World Bank Economist, Pushed Out", Economic Justice News, Vol. 2, No. 2, January 2000, posted on blackboard or available through the internet through <http://www.50years.org/cms/ejn/story/215>.

*Wednesday September 10:*

Lecture: Global Governance Overview

Discussion: Is the UN Keeping up with Global Governance? ([class discussion leader sign up](#))

Readings:

--Stiglitz: Chapter One

--Muldoon, Chapter One

--Martin Frolich, "The Ironies of UN Secretariat Reform" *Global Governance*, Vol 13, No 2 (April-June 2007) pgs 151-159, posted on blackboard

--Kofi A. Annan, excerpt from "We The Peoples: The Role of the United Nations in the 21<sup>st</sup> Century", discussing the Millennium Summit, pgs 51-56 posted on blackboard (full text available on the internet)

Background resources:

--"UN Reform Highlights Since 1997-2006", UN document posted on blackboard and found on the UN Page under Renewing and then Reform Highlights.

--Report of the Secretary General to the General Assembly, "Enhanced Cooperation between the United Nations and all relevant Partners, in particular the private sector", UN, 18 August 2003, posted on blackboard and available on the UN website

*Friday September 12:*

Discussion Section: practical exercise for memo/paper preparation on IGO/mechanism.

Handout: examples

## IR 305 Syllabus

### Background resources:

- Yearbook of International Organizations, 2007-8 in VKC reference journalstacks
- Encyclopedia of Associations International Organizations, 36<sup>th</sup> edition, 2001 in VKC journalstacks
- Political Handbook of the World, Section on Intergovernmental Organizations, 2008, in VKC journalstacks
- Muldoon appendix on International Organizations and organizations mentioned in all the readings and background resources

### **Week four:**

**Monday, 15 September:** You must have selected one of the general problems for your final class paper. You should send an e-mail to me (copy John), stating not just your topic, but some ideas about how you will approach the topic more specifically. Remember that your paper will be due **TWO WEEKS** after we discuss the topic in class, and you will need to meet at least once with me or John along the way to discuss your topic, approach and sources so that we can provide you with feedback/ideas before you start writing.

#### *Monday September 15:*

Lecture: History of Managing Global Issues

Discussion: Lessons from History for Today's Issues ([class discussion leader sign up](#))

Reading: Muldoon, Chapter five

#### *Tuesday September 16:*

Discussion Section: practical exercise for memo/paper preparation on IGO/mechanism

Handout: examples

Background resources:

- Yearbook of International Organizations, 2007-8 in VKC reference journalstacks
- Encyclopedia of Associations International Organizations, 36<sup>th</sup> edition, 2001 in VKC journalstacks
- Political Handbook of the World, Section on Intergovernmental Organizations, 2008, in VKC journalstacks
- Muldoon appendix on International Organizations and organizations mentioned in all the readings and background resources

#### *Wednesday September 17:*

Lecture: Actors and Mechanisms

Discussion: The Globalizing State ([class discussion leader sign up](#))

Readings:

- Stiglitz: Chapter Seven
- Martin Wolf, "Will the Nation-State Survive Globalization?" *Foreign Affairs*; Jan/Feb 2001; Vol. 80, No.1

## IR 305 Syllabus

--Bernd von Hoffman, ed. *Global Governance* (Peter Lang, 2004), Part I, Paper on Globalization, Politics and the State, pgs 31-43, posted on blackboard

*Friday September 19:*

Discussion Section: Case Study Kimberly Process ([discussion section leader sign up](#))

Reading: Case Study Posted on Blackboard

Background Resource: "Blood Diamond", the movie ends with Maddy and Solomon going to the Kimberley Conference in South Africa, which took place in May 2000

### **Week five:**

**Monday 22 September: Assignment One Due (one-page memo on international organization/mechanism due in class. Please turn in hard copy in class and electronically for posting to blackboard.)**

*Week five extra credit assignment: For one entire 24 hour period during week five, keep a food diary of EVERYTHING you eat or drink, and how much it cost (either actual or estimated). To receive extra credit, you will need to be ready to volunteer information from your diary for discussion on Monday, 29 September and turn in a written copy of the diary.*

*Monday September 22:*

Lecture: Does Democracy Matter?

Discussion: Participative Democracy: The Internet, Blogging and Social Networks ([class discussion leader sign up](#))

Reading:

--Stiglitz: Chapter 10

-- "Media Making Change", ejournal from the U.S. Department of State, December 2007, Vol 12, No 12, posted on blackboard and available on the internet at <http://usinfo.state.gov/pub/ejournalusa.html>

--Centre for Urban and Community Studies Research Bulletin #6, December 2001: "Does the Internet Increase, Decrease or Supplement Social Capital?" (5 page summary of article published in *American Behavioral Scientist*, Vol 45, No. 3 (November 2001) posted on blackboard.

Background Resource:

--Mueller, Mathison and Klein, *The Internet and Global Governance: Principles and Norms for a New Regime*, *Global Governance*, Vol 13, No 2, (2007)

--Joichi Ito, "Emergent Democracy", which is chapter one of the networked activist site edited by Jon Lebkowsky and Mitch Ratcliff. Copy posted to blackboard and available from <http://extremedemocracy.com>.

*Tuesday September 23:*

Discussion Section: Case Study Kimberly Process ([discussion section leader sign up](#))

Reading: Case Study Posted on Blackboard

Background Resources: “Blood Diamond”, the movie ends with Maddy and Solomon going to the Kimberley Conference in South Africa, which took place in May 2000

*Wednesday September 24:*

Lecture: Setting Priorities: Political feasibility and Cost-Benefit Issues

Discussion: Putting our issues in order ([class discussion leader sign up](#); [use this discussion to get started thinking about how YOU will prioritize the issues](#))

Readings:

--Bjorn Lomborg, Global Crises, Global Solutions (Cambridge University Press, 2004); Introduction, pgs 1-9, posted on blackboard

--Copenhagen Consensus 2004 Final Rankings posted on blackboard and available on the Copenhagen Consensus website

--Report of the International Task Force on Global Public Goods, Meeting Global Challenges: International Cooperation in the National Interest, Summary and Chapter 2, posted on blackboard and available on the internet

Background Resources:

--Paul M. Samuelson, “The Pure Theory of Public Expenditure” *The Review of Economics and Statistics*, Vol 36, No 4 (Nov., 1954) pp 387-389, posted on blackboard (for the economists in the class).

--“Public Goods”, from Dr. Paul Johnson, A Glossary of Political Economy Terms posted on blackboard (a simpler explanation)

--“The Free Rider Problem” from the Stanford Encyclopedia of Philosophy posted on blackboard (the philosophy, logical and political theory behind the problem)

*Friday September 26:*

Discussion Section: Discussion: The Food Price Crisis ([discussion section leader sign up](#));

Reading: packet of news articles posted on blackboard

## **Week Six: Malnutrition and Hunger**

**Monday 29 September: Assignment Two Due** (paper on how an international organization/mechanism has been used within the global process to define the problem/change the rules/build consensus/deliver solutions on one issue due in class. Please turn in hard copy in class and electronically.)

*Monday September 29:*

Lecture: Food: Food, Agriculture and Agribusiness

Discussion: Food Aid: Help or Hindrance? ([class discussion leader sign up](#))

Readings:

-- Jeffrey Gettleman, “Darfur Withers as Sudan Sells a Food Bonanza,,” *New York Times*, 10 August 2008, posted on blackboard

--Laurie Garrett, "Food Failures and Futures," Maurice R. Greenburg Center for Geoeconomic Studies Working Paper, July 2008, posted on blackboard and available on the internet UN World Food Program website

Background Resource:

--World Bank, World Development Report for 2008: Agriculture for Development, available on the internet (the three worlds of agriculture and policy briefs are a good quick look without having to read the full report)

--Food and Agriculture Organization, The State of Food and Agriculture, 2007, Part II, World and Regional View, pages 119-135 posted on blackboard and available on the internet at <http://www.fao.org>

*Tuesday September 30:*

Discussion Section: The Food Price Crisis ([discussion section leader sign up](#))

Reading: packet of news articles posted on blackboard

*Wednesday October 1:*

Lecture: Root Causes of Rise in Food Prices

Discussion: What can we do and what are the consequences? ([class discussion leader sign up](#))

Readings:

--Karen H. Johnson, "Food Price Inflation," Maurice R. Greenburg Center for Geoeconomic Studies Working Paper, July 2008, posted on blackboard and available on the internet UN World Food Program website

Background Resource:

--Donald Mitchell, "A Note on Rising Food Prices," World Bank Policy Working Paper, July 2008, (20 pages), posted on blackboard and available on the World Bank website

*Friday October 3:*

Discussion Section: Review for midterm ([discussion leader sign up](#))

**Week Seven: Security and MIDTERM**

*Monday October 6:*

Lecture: State Security: Strategic Thinking over the Horizon

Discussion: Security and the issues: Potential Impact ([class leader sign up](#))

Readings:

--Roger Z. George, "Building a Global Intelligence Paradigm", Studies in Intelligence Vol 51, No 3 (extracts-September 2007) posted on blackboard or available on line at [www.cai.gov](http://www.cai.gov), select Studies in Intelligence and then go to vol 51, no.3.

--Thomas Quiggin, Seeing the Invisible: National Security Intelligence in an Uncertain Age (World Scientific Publishing, 2007) Chapter 2 Understanding National Security (pages 7-22) and Chapter 3 The Complex and Uncertain International Security Environment (pages 23-43) posted on blackboard.

Background Resources:

--Statement for the Record of Dr. Thomas Fingar, "National Intelligence Assessment on the National Security Implications of Global Climate Change to 2030" posted on blackboard and available on the internet at [www.dni.gov/testimonies](http://www.dni.gov/testimonies).

--Jeremy Youde, "Enter the Fourth Houseman: Health Security and International Relations Theory", *The Whitehead Journal of Diplomacy and International Relations*, (Winter/Spring 2005), posted on blackboard

*Tuesday October 7:*

Discussion Section: Review for midterm ([discussion leader sign up](#))

*Wednesday October 8:* **MIDTERM EXAM**

*Week seven/eight extra credit assignment: Figure out your carbon footprint using [coolclimate.berkeley.edu](http://coolclimate.berkeley.edu). This will require some thought and research about your housing, how you travel, what you eat and what goods and services you consume. If you live in a dorm and have a food plan, you will need to obtain appropriate figures or complete the calculator as if you were living at home. To receive extra credit, you will need to turn in an outline of the figures you used (and how you arrived at them) and the final results. Also be prepared to discuss your research/results on Wednesday, 15 October during class discussion.*

*Friday October 10:*

Discussion Section: What do you believe about climate change? ([discussion leader sign up](#))

Viewing: "An Inconvenient Truth", the movie, available in Leavy DVD collection

Reading: Katharine Mieszkowski, "Did AI Get the Science Right?" article posted on blackboard

**Week Eight: Climate Change**

*Monday October 13:*

Lecture: Climate Change: The Science and Policy Choices

Discussion: Does the Scientific Debate Really Matter? ([class discussion leader sign up](#))

Readings:

--Stiglitz, Chapter 6

--Intergovernmental Panel on Climate Change, 2007 Synthesis Report, 52 pages, and Executive Summary for Policy Makers, 22 pages, posted on blackboard and available on the internet

---Steven F. Hayward and Amy Kaleita, [Index of Leading Environmental Indicators, 2007](#) (Pacific Research Institute and American Enterprise Institute for Public Policy Research, 2007) posted on blackboard and available on the internet

Background Resources:

--Richard S. Lindzen, "Taking Greenhouse Warming Seriously," *Energy and Environment*, Vol. 18, No 7-8 (2007) posted on blackboard

*Tuesday October 14:*

Discussion Section: What do you believe about climate Change? ([discussion leader sign up](#))

Viewing: "An Inconvenient Truth", the movie, available in Leavy DVD collection

Reading: Katharine Mieszkowski, "Did AI Get the Science Right?" article posted on blackboard

*Wednesday October 15:*

Lecture: Climate Change: The Media and Personal Advocacy

Discussion: How much pain, cost, and/or inconvenience are you willing to bear to make a change? What does this mean for policy responses? ([class leader sign up](#))

Readings:

--package of selected media reporting posted on blackboard

--Steven F. Hayward and Amy Kaleita, [Index of Leading Environmental Indicators, 2007](#) (Pacific Research Institute and American Enterprise Institute for Public Policy Research, 2007) focus on sections: Introduction: The Year in Review, and Black Ink, Green News: Media Round-up 2006, pages 11-37, posted on blackboard and available on the internet.

*Friday October 16:*

Discussion Section: Case Study on Debt: Oxfam and advocacy, posted on blackboard ([discussion leader sign up](#))

### **Week Nine: Debt**

*Monday October 20:*

Lecture: The international financial system and Debt Crisis

Discussion: Debt: who is in control? ([class leader sign up](#))

Reading:

--Case study on debt contains a good glossary and background material on debt and the financial system pages 21-33. If debt is a mystery to you, review this material carefully for Monday lecture.)

-- Stiglitz, Chapter 8

--Vincent Ferraro and Melissa Rosser, "Global Debt and Third World Development," *World Security: Challenges for a New Century* (St Martin's Press, New York, 1994) pgs 332-355 posted on blackboard and available on the internet

*Tuesday October 21:*

Discussion Section: Case Study on Debt: Oxfam and advocacy, posted on blackboard ([discussion leader sign up](#))

*Wednesday October 22:*

Lecture: Debt and development

Discussion: Thinking differently about debt ([class leader sign up](#))

Readings: same as above

Background Resource:

--Dr. Stephen Spratt, "External Debt and the Millennium Development Goals: A new Sustainable Framework," working paper drafted for UNDP/UNDESA initiative, January 2007 (for the economists)

*Friday October 24:*

Discussion Section: Going Global: History of Al Qaeda ([discussion section leader sign up](#))

Reading: Rohan Gunaratna, "The Evolution of Al Qaeda" in Countering the Financing of Terrorism, (Routledge, 2008), pgs 47-62, posted on blackboard

### **Week Ten: Terrorism**

*Monday October 27:*

Lecture: The Politics of Terrorism: Why We Disagree

Discussion: One man's terrorist, another man's freedom fighter

Readings: TBA

*Tuesday October 28:*

Discussion Section Going Global: History of Al Qaeda (discussion section leader sign up)

Reading: Rohan Gunaratna, "The Evolution of Al Qaeda" in Countering the Financing of Terrorism, (Routledge, 2008), pgs 47-62

*Wednesday October 29:*

Lecture: **TDB (class selection on aspect of terrorism)**

Discussion: **TBD (class selection on aspect of terrorism)**

Friday October 31 Discussion Section (Happy Halloween!!!): **TBD: which transnational goblins will the class choose?**

**Week Eleven: Illicit Transnational Activities (class will select specific subject)**

**Week Twelve: TDB**

**Week Thirteen: TDB**

**Week Fourteen: TDB**

**Monday 24 November: Assignment Three Due (3-5 page paper prioritizing (with your justification) the issues discussed in class. Please turn in hard copy in class and electronically.)**

Friday November 28: NO DISCUSSION SECTION, Thanksgiving Holiday

## **Week Fifteen: Putting it All Together**

*Monday December 1:*

Discussion: Setting priorities: Which problems first? ([class leaders sign up](#))

Readings: Posting on tabulation of different student priorities within the class. Students should review tabulation, be prepared to defend your own rank ordering, and discuss why there are differences.

*Tuesday December 2:* NO DISCUSSION SECTION

*Wednesday December 3:*

Discussion: The Art of the Possible: How do we get there? ([class leaders sign up](#))

Readings: None. Students should draw from their papers and what they have learned in class for this discussion.

*Friday December 5:* NO DISCUSSION SECTION

**Final Papers Due: All problem/issue papers are due TWO WEEKS after the subject is finished in class. For those who chose the topic TDB in week 14, your papers will be due on 10 December.**

### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

### **Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

