



### Instructor Contact

**Name:** Dr. Özlem Altıok

**Class Meetings:** Monday 5 - 6.30 pm via Zoom (Lectures will be recorded and posted on Canvas)

**Virtual Office Hours:** Thursday 10-11 am or by appointment (via Zoom)

**Email:** [Ozlem.Altiok@unt.edu](mailto:Ozlem.Altiok@unt.edu)

### Course Description

This course structured around seven areas of human security: economic, political, food, environmental, health, community and personal security with a focus on armed conflict, social and economic inequality, climate change and displacement. We will cover cases primarily, though not exclusively, from Africa, Asia and Europe.

### Course Objectives

Participants in this Capstone course on International Development can expect to

1. Understand human security as a conceptual and policy framework
2. Analyze the interconnected nature of global challenges including economic inequality and poverty, health, environmental degradation and climate change and different kinds of armed conflict
3. Improve written and oral communication skills
4. Reflect on their own place and responsibility in an interconnected, unequal and violent world.

### Course Structure

This course takes place 100% online. **We will meet as a class using Zoom on Mondays from 5 to 6.30 pm. I strongly encourage you to attend these live, especially in the first few weeks, but this is not required. I will be posting the recorded video for everyone.** Besides the weekly meetings over Zoom, your interaction with me and with your fellow students will take place over Canvas. Last two weeks of the semester are reserved for your research presentations and papers.

The Weekly Reading Schedule (on your syllabus) lists everything you need to read, watch and do in this class. All the quizzes and assignments are due by 11:59 pm on Sunday.

In sum, not counting the first week's introductory material, there are 12 Modules that you need to complete in this course. As specified in this syllabus, each module contains:

- 1) Required readings and videos, which you must complete before our class meeting,
- 2) Assignments you must submit, and
- 3) The Zoom lecture, which will take place live on Mondays 2-3.30 pm, and which will also be posted after our class meeting.

Each week you will be completing at least 1 Module and 1 Quiz. **Quizzes** comprise multiple choice questions. They are over all required material (i.e. the online lessons, assigned reading and videos).

In addition, you are required to submit **1 Analytical Summary** and lead class discussion based on it, **responses to your classmates' analytical summaries every week, and 2 Discussion posts (Essays)**. The instructions for these assignments are listed below on this syllabus and are also on Canvas. I will further discuss my expectations and provide examples when we meet via Zoom.

You are expected to complete a major research project as part of this class. This project is divided into three separate assignments that are related: **A Statement of Your Research Question to be accompanied by an Annotated Bibliography, a Virtual Research Presentation and a Research Paper**. I will provide further information, resources and guidelines on these.

### Grading and Assignments

- **Participation:** Every week you are required to respond to at least one analytical summary (150 points)
- **Weekly Quizzes:** Due on Sunday every week (250 points or 25% of your grade)
- **Analytical Summary:** Each student submits one (1000-word) summary & leads discussion (100 points)
- **Discussion Posts/Short Essays:** Each student submits 2 (500-word) essays (100)
- **Statement of Research Question and Annotated Bibliography** due on March 14 (100)
- **Research Presentation** due on on April 11<sup>th</sup> (100)
- **Research Paper** due by 11:59 pm on April 25, 2021 via Turnitin (200)
- **Graduate students** will complete an additional project to be decided in consultation with me by February 15. This paper or project will be due by 11:59 pm on April 29th, 2021 (200 points). Graduate students are also required to use 5 more scholarly works in for the annotated bibliography, presentation and research paper.

Grading scale: I will use numerical scores, which will translate into letter grades as follows:

**A (910-1000); B (810-890); C (710-800); D (600-700); F (<600)**

**\*\*Please keep records of your performance on assignments. I only calculate grades once: at the end of the semester.\*\***

### Required Materials

Jason Stearns. 2011. *Dancing in the Glory of Monsters* (purchase/borrow this as soon as possible)

In addition, several book chapters and journal articles will be posted on Canvas. Other reports and articles can be found using [www.google.com/scholar](http://www.google.com/scholar); these are also indicated below (find online). To locate required articles published in peer-reviewed journals that are not readily available online, you will need to use the UNT Library's electronic resources using this link <https://library.unt.edu/>

## Recommended Books

\*Aili Mari Tripp, Myra Marx Ferree and Christina Ewig. 2014. Gender, Violence and Human Security. Available as an e-book via UNT Libraries.

\*Amartya Sen. 2012 [1999]. *Development as Freedom*.

\*Paul Collier. 2008. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford University Press.

\*Frances Moore Lappe *et al.* *World Hunger: Twelve Myths* (the latest edition)

Other material you will need for this course are either available online via the URLs provided in this syllabus (below) or the UNT Library or on our course page on Canvas <https://unt.instructure.com/> The online lessons on Canvas includes links to supplementary materials and/or readings. I indicate whether you should read, skim or consider them as for further reading.

## Course Requirements and Schedule at a Glance

The Modules you are to complete, assignments, due dates and points value for each are included the table below. You must keep this table and the detailed Weekly Reading Schedule (the last four pages of this syllabus) close to you if you want to succeed in this course.

Dates	Materials to read & watch	Assignments to Submit	Your grades
January 11 – 17	Introduction to the Course	Self-Introductions due Jan 14	
January 18 – 24	Module 1 Research & Writing	Quiz 1 (25) due Jan 17	
January 25 – 31	Module 2 Human Security: The Concept	Quiz 2 (25) & Response due Jan 24	
February 1 – 7	Module 3 Multiple Causes of Human Insecurity: The Democratic Republic of Congo	Quiz 3 (25) & Response due Jan 31	
February 8 – 14	Module 4 Multiple Causes of Human Insecurity: Haiti	Quiz 4 (25) & Response due Feb 7	
February 15 – 21	Module 5 Political Insecurity: War, Ethnic Cleansing & Displacement	Quiz 5 (25) & Response due Feb 14 Discussion #1 (50) due February 21	
February 22 – 28	Module 6 Poverty & Economic Inequality	Quiz 6 (25) & Response due Feb 21	
March 1 – 7	Module 7 Human Insecurity as a Determinant of Terrorism	Quiz 7 (25) & Response due Feb 28 Discussion #2 due March 7	
March 8 – 14	Module 8 Conflict & Displacement	Quiz 8 (25) & Response due March 7	
March 15 – 21	Module 9 Climate Change: Evidence, Causes & Effects	Quiz 9 (25) & Response & Research Statement & Annotated Bibliography (100) due March 14	
March 22 – 28	Module 10 Climate Change & Gender	Quiz 10 (25) & Response due March 21	
March 29 – April 4	Module 11 Food Security: Too Many Mouths to Feed?	Quiz 11 (25) & Response due March 28	
April 5 – 11	Module 12 Global Health Challenges	Quiz 12 (25) due April 4 & Virtual Presentations (100) due April 11	
April 12 – 18	Work on your research papers	Draft and polish	
April 19 – 25	Reflecting on the Course	Submit papers (200) by April 25	

## Grading

### Course Assessments (1,000 points total\*)

- Participation (10@10 points each = 100 points or 10% of total)
- Weekly quizzes (12 @ 25 points each = 300 points or 30% of total)
- Analytical summary (100 points = 100 points or 10 % of total)
- Discussion forums (2 @ 50 points each= 100 points or 10% of total)
- Research question & Annotated Bibliography (100 points or 10%)
- Research presentation (100 points or 10 % of total)
- Final research paper (200 points each or 20% of total)
- Graduate Student Reflection Essay (200 points)

\*Graduate students will be evaluated out of 1,200 points

## Grading

- A: 91-100% (Outstanding, excellent work. The student performs well above the minimum criteria.)
- B: 81-90% (Good, impressive work. The student performs above the minimum criteria.)
- C: 71-80% (Solid, college-level work. The student meets the criteria of the assignment.)
- D: 61-70% (Below average work. The student fails to meet the minimum criteria.)
- F: 60 and below (The student fails to complete the assignment or their work is of very poor quality.)

## Course Prerequisites and Other Restrictions

This course is open to advanced undergraduates and also graduate students. In order to be successful in this course you will need to:

- Have a good command of the English language, including the basics of written communication.
- Cite sources, giving credit to where you obtain information.
- Make the commitment to spend 10 hours a week reading the assignments, reflecting on the material covered (including the lectures), and participating in discussion throughout the course.
- Utilize tact in discussing different perspectives and try to build cordial professional relations with others.

I consider basic knowledge of the English language, including grammar and spelling to be prerequisite skills that students should have before the course starts. I also expect that you know how to craft essays that are well-organized and well-argued. If writing is not your *forte*, I encourage you to pay particular attention to the Writing Module that is part of your coursework at the beginning of this class. You may also get help from UNT's Writing Center. They offer online tutoring as well. <https://writingcenter.unt.edu/online-tutoring>

## Communication Expectations

The learning management software we will use for this course is Canvas. You can log in at <https://unt.instructure.com/>

The primary tool that I will be using to communicate directly with you is Canvas and on certain occasions email. You can send concerns or questions using Canvas' email feature or by emailing me at [Ozlem.Altiok@unt.edu](mailto:Ozlem.Altiok@unt.edu) You can expect to receive a response to emails usually within 24 hours on weekdays.

For the weekly quizzes in this class, you will know your grade immediately after taking them. For assignments that involve writing (discussion posts, annotated bibliography, research presentation and research paper) you will receive feedback and your grade within approximately 7 days.

College communication is still professional communication. Use correct spelling and grammar and always double-check your response before sending your messages to others. *Netiquette* is important in an online course as well as online communication more broadly. UNT's CLEAR has [a webpage for students that provides Online Communication Tips](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>).

While I strive to make myself available to each of you, I do have to place some limitations on when I can be contacted. I would prefer that most general questions be asked during our Zoom sessions or posted on the Q & A forum in the Discussion Board area. If you have a general question about the course or assignments, please use one of these two methods. Either I will answer it, or, one of your classmates will. This way we can all benefit from questions asked, and the entire class can see the answers.

## Teaching Philosophy

I take seriously the argument Adrienne Rich makes in her 1977 essay "Claiming an Education." As well, my teaching is informed by my belief that knowers "can't be neutral on a moving train," and that knowledge must be used to achieve social justice. I am here to help you claim your education. I see my responsibility to be here as a teacher-scholar who will help you to understand different theoretical perspectives on the study of international politics and global challenges. I am here to help you develop your own intellectual capacity and voice. I expect that you will use all of the resources I provide to help you develop into a better thinker, writer and advocate for the change that you want to see in the world.

## Technical Requirements & Skills

### Minimum Technology Requirements

To be successful in this course, you will need the following:

- Computer
- Reliable internet access, which should support streaming of 1-2 films a week
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite or Open Office
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

### Computer Skills & Digital Literacy

The following are course-specific technical skills you must have to succeed in the course:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation programs

## Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12-point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and others').
- Do not send confidential information via e-mail.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

## Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations. For more, read ["How to Succeed as an Online Student"](https://clear.unt.edu/teaching-resources/online-teaching/succeed-online) (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

## Getting Help

### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** <http://www.unt.edu/helpdesk/index.htm>

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu) **Phone:** 940-565-2324 **In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**

- **Monday-Thursday:** 8am-midnight
- **Friday:** 8am-8pm **Saturday:** 9am-5pm and **Sunday:** noon-midnight

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

## Grade-related Policies

### Late Work

I will mark down late work by 20% for each day that it is late. All work turned in after the third day of a deadline will receive a grade of zero unless the student has a [university-excused absence](#) and provides documentation of that excuse.



## Turnaround Time

I aim to return graded work to you within one week of the due date. When this is not possible, I will send an announcement to the class.

## Grade Disputes

You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a meeting (I will not discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

## Extra Credit

There are no planned extra credit opportunities in this course.

## Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. These evaluations will become available toward the end of our semester, and you will receive a notification that invites you to complete them.

## Course Policies

### Assignment Policy

The due dates for all your assignments in this class are stated on this syllabus. They are included as a table for your quick reference above. As well, they are listed under the more detailed Weekly Schedule of Readings below.

**Participation:** Virtually every week (10 of the weeks, to be precise) you are required to respond to at least one analytical summary or another comment made by one of your classmates. These responses need not be long, but they should be meaningful. You might offer an answer (a definition, an example, your own view, etc.) in response to a question posed. Alternatively, you can state what you find confusing in the material you read. A one-sentence post such as “I like what you said, and agree with you” would be unsatisfactory. Something like the following, by contrast would be long enough and satisfactory: “My understanding of the term “human security” is .... (Owen p. X). I am still unsure that I get what this means though. Does it mean ....? Or ....? Did anyone else try to put this into their own words and want to share?”

**Weekly Quizzes** comprise 5-10 multiple-choice questions and are timed. Quizzes are due the Sunday *before* we meet as a class. (See table above and Canvas for due dates). They are designed to assess whether you have completed your assigned readings.

Quizzes are open-book, but you get only one attempt. I understand that occasionally, technical difficulties happen. UNT is committed to providing a reliable online course system to all users, but in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time

sensitive assessment activity, I will extend the time window and provide an appropriate accommodation based on the situation.

**Analytical Summaries:** Each student will write one 2-page analytical summary of one week's required material discussing them with some reference to concepts previously covered. Every week, 2 or 3 students will co-lead discussion on Canvas using these summaries. I will assign due dates (by alphabetical order). Here is a more detailed description of my expectations for these:

Each student will post one Analytical Summary (out of the 12 available topics) in this class. These should consist of a two-page (1000-word) summary of the required readings for that week to be submitted via Turnitin by 5 pm on Sunday, and then re-posted on the *Discussion* tab the day before our class meeting. At the end of your summary, you must pose 2 or 3 critical questions that the reading raises for students, scholars and/or practitioners in the development field. You may also include (very briefly) in your essay what you do not understand or find confusing in the reading. **Your summary essay must be analytical in the sense that it should**

- 1) demonstrate that you engaged with the arguments presented in the material, and that you can talk intelligently about the strength and weaknesses of those arguments;
- 2) tie back to other readings and class discussions, and to the larger question of how a feminist (or gendered) perspective is useful in understanding and changing development thinking, policy and practice.

**\*\*Last, but certainly not least, these summaries should use proper English, and be free of spelling and grammar errors. Whether or not you submit a summary on a given week, you are expected to complete assigned readings and participate in class discussions every week. \*\***

*Every week, every student should respond to at least one of the questions raised by another student (whether or not they submit summary essays for that week). You should post your response before class time on Monday. This is part of your participation grade in this class.*

**Discussion** prompts you are expected to respond to will be posted under "Discussions" on Canvas. Think of these as short (500-word) essays. To receive full credit, you must **1)** fully address the prompt in a satisfactory manner, **2)** post on time, **3)** explicitly and properly cite at least two of your assigned readings, and **4)** after you post your own, you must respond (within 24 hours) to at least one other classmate's post/essay in a way that engages one of their ideas or questions. Please do not attach a file for your Discussion posts. Simply enter text.

A good portion of your grade will be based on your research paper. Because I want you to focus on this to produce good quality work, I have divided this into 3 stages (i.e. 3 assignments) as listed below. Instructions for each will be posted on Canvas.

- By **March 14**, you will be submitting (via Turnitin) your specific research question and an annotated bibliography to make sure you start early to work on your research question.
- Your presentations are due by **April 11** (Plan to complete your research the week before and focus on presenting the information in a concise and effective way).
- By **April 25<sup>th</sup>**, you will be turning in your final research papers.



### Examination Policy

The quizzes and other assignments in this class are open-book. You should take the tests at a reliable internet connection. If you lose internet connection during an exam, I will work with you for a make-up to be taken that day or soon after the due date. If you encounter a connection issue during a test, you should immediately contact the Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. You should also email me to report the problem. The Student Help Desk and I will work with you to resolve any issues at the earliest possible time.

### Instructor Responsibilities and Feedback

My responsibilities in this course are to help you learn and grow intellectually. To this end, I will provide clear instructions for work I expect you to complete. I will answer your questions about assignments, identify additional resources as necessary, review and update course content, etc.

You can expect an answer to your questions or concerns within 1-2 days. You should expect feedback on assignments you turn in for a grade in this course. I usually send my feedback via Canvas, and do this within approximately 7 days of the due date.

### Late Work

Late work will be penalized for each day it is late. You can expect a daily deduction of 20% of the points any given assignment is worth. For e.g. if your quiz or discussion post is late by one day (i.e. 1-24 hours past the due date), you will automatically lose 6 out of the 30, and 10 out of the 50 points.

### Attendance Policy

This is an online class, so attendance is measured by your cognitive and social presence, not your physical presence. For this class, I will monitor attendance by checking whether you are regularly 1) viewing our course pages and 2) participating in our virtual discussions.

### Class Participation

Analytical summary assignments are designed to evaluate comprehension of the material and also to encourage participation and dialogue. Even though only 3-4 students will be submitting Analytical Summaries per week, *everyone* is responsible to read and respond to them. You are required to engage, and respond to, at least one analytical summary (or one classmate) every week. I will evaluate your participation in this class by monitoring your participation and the quality of your responses and contributions.

Your responses to classmates should be posted within 24 hours of the due date. That is your responses to analytical summaries for any given week need to be posted by 11:59 pm on Monday.

Note that responding to Discussion posts is already also built into your Discussion grades. You will lose 25% of each Discussion post grade if you fail to respond to another classmate's post within 24 hours of the due date (i.e. 12.5 out of 50 points).

### Syllabus Change Policy

If there are any changes to this syllabus, course information, and due dates, I will let you know a few days in advance. Please make sure you check your Canvas email, and/or **set your notifications preferences (using the Notifications Settings on Canvas) so that you receive emails into the inbox that you check most regularly.**

## Weekly Reading Schedule

Most of the reading material listed below can be found on the world wide web, UNT Libraries or on Canvas. The URLs are included on this syllabus. If you are working ahead, and find that a link is broken, please let me know so I can fix the problem. Note that URLs can and *do* move. Most of the time, (about 80% of the time), you will still be able to find the reading by a simple web search of the title and author.

Note that on page 5 of this syllabus, there is a table that sums up the content and assignments that are due each week. Below is the more detailed weekly reading schedule that specifies the material that you are to read, watch and the assignments you are to submit.

### Week 1: January 11 – 17 (Self-introduction due by 11:59 pm on Thursday, the 14th)

#### Introduction & Course Basics

**What to read:** “Start Here” and your syllabus (Canvas)

**To do:** Introduce yourself on the Discussion board on Canvas and respond to at least 2 classmates by Thursday, January 14, 2021.

### Week 2: January 18 – 24 (Submit Quiz #1 by Sunday, the 17th)

#### Module 1: Research & Writing: Resources & Skills

In honor of Martin Luther King Jr. Day, UNT will be closed, but I encourage you all to attend a virtual event featuring Clint Smith who will be talking about Dr. King’s legacy

Registration is open at <https://unt.zoom.us/j/89707189847?pwd=cDJXbmZkajVJdExnWXVNNjFDY1o3QT09>

**To read:** Online Module 2

Purdue Online Writing Lab (focus on “General Writing” “Research and Citations”\* and “Avoiding Plagiarism”)  
[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

Note especially the two useful sections under Common Writing Assignments, “Genre and the Research Paper”  
[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/research\\_papers/genre\\_and\\_the\\_research\\_paper.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/genre_and_the_research_paper.html)

“Annotated Bibliography”

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html)

Additional resource: Writing a research paper <http://writing.wisc.edu/Handbook/PlanResearchPaper.html>

\*Note that I expect you to follow the **APA citation style**.

**Optional/suggested film:** *Guns, Germs and Steel* based on Jared Diamond’s book with the same name. Find and watch on your own or check out the summaries and transcripts of the show on PBS

<http://www.pbs.org/gunsgermssteel/show/>

**To do:** Reading Quiz 1 (25 points). Quiz will be over the syllabus, as well as the assigned reading on Research & Writing, including especially the “Mechanics” and “Grammar” sections on Purdue’s [OWL website](#)

### **Week 3: January 25 – 31 (Submit Quiz #2 by Sunday, January 24)**

#### **Module 2: Human Security: Conceptual Issues & Debates**

**To read:** What is Human Insecurity? <https://www.un.org/humansecurity/wp-content/uploads/2018/04/What-is-Human-Security.pdf>

Taylor Owen. 2004. “Human Security: Conflict, Critique and Consensus.” *Security Dialogue*. Find the article using UNT's Library Resources <https://library.unt.edu/>

Aili Mari Tripp *et al.* 2014. “Toward a Gender Perspective on Human Security” in *Gender, Violence and Human Security* pages 3-32. (available as an e-book via the UNT libraries <https://library.unt.edu/>

“Questions of Race in Education and International Development” An event posing questions we should all reflect upon at the outset of our course

<https://www.educ.cam.ac.uk/centres/real/downloads/2018%20REID%20blog2.pdf>

**To do:** Reading Quiz 2 (25 points). Quiz will be over the assigned reading.

### **Week 4: February 1 - 7 (Submit Quiz by Sunday, January 31)**

#### **Module 3: Multiple Causes of Human Insecurity: The Case of the Democratic Republic of Congo**

**To read:** Adam Hochschild. 1998. *King Leopold's Ghost* (selected pages on Canvas)

John Katunga Murhula. Minerals, Forests and Violent Conflict in the Democratic Republic of Congo. Available online at <http://www.wilsoncenter.org/sites/default/files/Katunga12.pdf>

Marco Gualazzini. 2017. The slow road to recovery for rape survivors in the DRC. *Al Jazeera* <https://www.aljazeera.com/indepth/inpictures/2017/03/children-violence-rape-recovery-drc-170321085151907.html>

Angela Bruce-Raeburn. 2019. *International Development Has a Race Problem* <https://www.devex.com/news/opinion-international-development-has-a-race-problem-94840>

**Required film:** *King Leopold's Ghost* (2005, 103 minutes) Available online through the UNT Media Library <https://discover.library.unt.edu/catalog/b6146473>

**To do:** Quiz 3 (25 points) Quiz will be over the assigned reading and film.

### **Week 5: February 8 - 14 (Submit Quiz by Sunday, February 7)**

#### **Module 4: Multiple Causes of Human Insecurity: The Case of Haiti**

**To read:** Bob Corbett. 1999. Why is Haiti so Poor? <http://faculty.webster.edu/corbetre/haiti/miscopic/leftover/whypoor.htm>

Daron Acemoglu and James Robinson. 2012. Why is Haiti so Poor? <http://whynationsfail.com/blog/2012/4/3/why-is-haiti-so-poor.html>

HIV in Haiti <http://pulitzercenter.org/articles/haiti-earthquake-women-battle-hiv-aids>

Women and poverty in Haiti <http://pulitzercenter.org/blog/untold-stories/little-girl-lost-haiti-rape-hiv-women-poverty>

International Organization for Migration. 2015. Five Years after the Earthquake Thousands of Haitians Remain Displaced. <http://www.iom.int/cms/en/sites/iom/home/news-and-views/press-briefing-notes/pbn-2015/pbn-listing/five-years-after-2010-earthquake.html>

**Required video:** Short (4 minute) video with SOIL Director Sasha Kramer  
<https://www.youtube.com/watch?v=VhTtqKZS27o>

Read about work ongoing in Haiti:

MCC. 2016. Haiti is Resilient. <http://www.haitimcc.org/blog/2017/2/7/haiti-is-resilient>

SOIL's work in Haiti at [www.oursoil.org](http://www.oursoil.org)

**To do:** Quiz 4 (25 points) Quiz will be over the assigned reading and film.

**Week 6: February 15 – 21 (Submit all assignments by Sunday, February 14)**

**Module 5: Civil wars, ethnic cleansing, genocide and displacement: Focus on Rwanda**

**To read:** Blattman, Christopher, and Edward Miguel. 2010. "Civil War." *Journal of Economic Literature* 48 (1): 3-57.

Rwandan Genocide. <http://worldwithoutgenocide.org/genocides-and-conflicts/rwandan-genocide>

Jason Stearns. 2012. *Dancing in the Glory of Monsters*, pages 3-32, 69-80, 93-134.

Rick Gladstone. 2017. Rohingya Were Raped Systematically by Myanmar's Military, Report Says. *The New York Times*. November 16, 2017. <https://www.nytimes.com/2017/11/16/world/asia/myanmar-rohingya-rapes.html>

Optional: Bosnian Genocide. <http://worldwithoutgenocide.org/genocides-and-conflicts/bosnia>

**To do:** Quiz 5 (25 points) Quiz will be over the assigned reading.

**Week 7: February 22 – 28 (Submit all assignments by Sunday, February 21)**

**Module 6: Economic Security & Development: Focus on Poverty & Economic Inequality**

**To read:** Philip McMichael. 2013. "Development: Theory and Reality." In *Development and Social Change*. 5<sup>th</sup> ed., 1-23 (Canvas)

Antonio Savoia. 2017. Global Inequality is on the Rise  
<http://theconversation.com/global-inequality-is-on-the-rise-but-at-vastly-different-rates-across-the-world-88976>

Paul Collier. 2008. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Pages 4-13 and 79-96 and 175-195 (Canvas).

Anonymous. 2020. The Aid Sector Must Do More to Tackle its White Supremacy Problem *The Guardian*  
<https://www.theguardian.com/global-development/2020/jun/15/the-aid-sector-must-do-more-to-tackle-its-white-supremacy-problem>

**Required video:** A Ted Talk by Paul Collier (2008, 16 minutes) Available online at  
[https://www.ted.com/talks/paul\\_collier\\_the\\_bottom\\_billion?language=en](https://www.ted.com/talks/paul_collier_the_bottom_billion?language=en)

**Required video:** How to Rob Africa (25 minutes) <https://www.youtube.com/watch?v=VVN3N3mWa2E>

**To do:** Quiz 6 (25 points) over assigned material.

## **Week 8: March 1 – 7 (Submit Quiz by Sunday, February 28)**

### **Module 7: Human Security as a Determinant of Terrorism**

**To read:** Rhonda Callaway and Julie Harrelson-Stephens. 2006. "Toward a Theory of Terrorism: Human security as a determinant of terrorism." *Studies in Conflict and Terrorism* 29: 773-796. (Find using UNT Libraries)

Zach Beauchamp. 2014. "How the US, its allies and its enemies all made ISIS possible." *Vox*.  
<http://www.vox.com/2014/8/25/6065529/isis-rise>

Loretta Bass. 2014. "What motivates European youth to join ISIS?" <http://www.joshualandis.com/blog/push-factors-helping-isis-recruitment-loretta-bass/>

Yoke Rabaia et al. 2014. "Sick or Sad? Supporting Palestinian Children Living in Conditions of Chronic Political Violence" *Children & Society* (find using UNT library's e-resources)

Noam Chomsky. 2014. "The Leading Terrorist State" <http://www.truth-out.org/opinion/item/27201-the-leading-terrorist-state>

**To do:** Quiz 7 (25 points) over the assigned reading.

## **Week 9: March 8 – 14 (Submit Quiz by Sunday, March 7)**

### **Module 8: Armed Conflict and Displacement**

**To read:** Jean-Marie Guéhenno. 2016. "Conflict is Key to Understanding Migration" *Carnegie Europe*  
<https://carnegieeurope.eu/strategieurope/?fa=63578>

Megan Specia. 2018. "The five conflicts driving the bulk of the world's refugee crisis"  
<https://www.nytimes.com/2018/06/19/world/five-conflicts-driving-refugees.html>

Yiannis Babulias. 2019. "The next Syrian refugee crisis will break Europe's back" *Foreign Policy*.  
<https://foreignpolicy.com/2019/10/24/syrian-refugee-crisis-europe-greece-turkey-balkans/>

P. Wood. 2014. "Yazidi women tell of sex-slavery trauma." <http://www.bbc.com/news/world-middle-east-30573385>

Naghal Maghafi. 2019. "The teenager married too many times to count." A BBC Investigation.

[https://www.bbc.co.uk/news/extra/iuKTEGjKgS/teenage\\_iraq\\_brides](https://www.bbc.co.uk/news/extra/iuKTEGjKgS/teenage_iraq_brides)

Optional: Nadja Al-Ali. 2019. Feminist Dilemmas: How to talk about gender-based violence in the Middle East” *Feminist Review* (find this using UNT Library’s e-resources)

**To do:** Quiz 8 (25 points) over the assigned material.

**Week 10: March 15 – 21 (Submit Quiz by Sunday, March 14)**

### **Module 9: Climate Change: Evidence, Causes & Effects**

Jessica Tuchman Matthews. 1989. “Redefining Security” *Foreign Affairs* 68 (2): 162-177 (UNT Library e-resources) **Skim** for a good, early statement for broadening what we should see as “security” issues.

NASA. Some basics of global climate change: <http://climate.nasa.gov/> (explore the Facts tab at the top)

*The Economist*. 2010. Facing the Consequences. <http://www.economist.com/node/17572735>

Mark Fischetti. 2015. “Climate change hastened Syria's civil war.” *The Scientific American*.  
<http://www.scientificamerican.com/article/climate-change-hastened-the-syrian-war/>

Betsy Hartmann. 2010. “Rethinking Climate Refugees and Climate Conflict...” *Journal of International Development*. (Find using UNT Library e-resources)

Maria Mies. 1993. The Myth of Catching Up Development. In *Ecofeminism*. Maria Mies and Vandana Shiva (eds) (Canvas)

**Skim** → Howard *et al.* 2019. “Planet or Plastic?” *National Geographic*.  
<https://www.nationalgeographic.com/environment/2018/07/ocean-plastic-pollution-solutions/>

**To do:** Quiz 9 (25 points) Quiz will be over the assigned reading and videos.

**Week 11: March 22 – 28 (Submit Quiz by Sunday, March 21)**

### **Module 10: Climate Change & Gender**

**To read:** Patricia Glazebrook. 2011. “Women and Climate Change: A Case-Study from Northeast Ghana.” *Hypatia* 26(4): 762-782 (UNT Library e-resources)

Climate Change Policy Brief. 2012. Download the brief in .pdf from:  
<http://www.genderlinks.org.za/article/policy-brief-gender-climate-change-and-sustainable-development-2011-08-09>

On more recent CC talks: <https://www.theguardian.com/environment/2018/dec/15/progress-and-problems-as-un-climate-change-talks-end-with-a-deal>

BBC story on Trump on climate change <https://www.bbc.com/news/world-us-canada-40128034>

**To do:** Quiz 10 (25 points) over the required material.



## Week 12: March 29 – April 4 (Quiz due by Sunday, March 28)

### Module 11: Food Security & Agroecology

Frances More Lappe. 1998. “Myth 3: Too many mouths to feed” in *World Hunger* (p. 25-40 on Canvas)

See the twelve myths that the book debunks at <https://foodfirst.org/publication/world-hunger-ten-myths/>

Olivier De Schutter. 2011. Agro-ecology and the Right to Food. Report to the U.N. Human Rights Council by the Special Rapporteur on Food (find the most recent version of the report online)

Margriet Goris. 2014. Interview with Olivier de Schutter. <https://leisaindia.org/wp-content/uploads/2014/07/LEISA-India-June-2014-Page-18-19.pdf>

Hilal Elver (the UN’s Special Rapporteur on Food) on Zimbabwe hunger

<https://www.abc27.com/health/un-expert-zimbabwe-hunger-shocking-for-country-not-at-war/>

**To do:** Quiz 11 (25 points) due March 28

## Week 13: April 5 – 11 (Research Presentations\* due by Sunday, April 11)

### Module 12: Global Health Challenges

**To read:** UN Women. 2020. “How COVID-19 Impacts Women and Girls.”

[https://interactive.unwomen.org/multimedia/explainer/covid19/en/index.html?gclid=CjwKCAjwjgT5BRAPEiwAjlBuBdT4p2qvKNsOYMjfeB3Z\\_dsLy4VpPbrL\\_B5Gm\\_WKxzBFiGRGkQyvZRoC3gAQAvD\\_BwE](https://interactive.unwomen.org/multimedia/explainer/covid19/en/index.html?gclid=CjwKCAjwjgT5BRAPEiwAjlBuBdT4p2qvKNsOYMjfeB3Z_dsLy4VpPbrL_B5Gm_WKxzBFiGRGkQyvZRoC3gAQAvD_BwE)

Q & A with Max Essex: Is African AIDS different? <https://aids.harvard.edu/qa-with-max-essex-is-african-aids-different/>

Why is AIDS worse in Africa? 2006. <https://www.discovermagazine.com/health/why-is-aids-worse-in-africa>

Ro Wyman and Bill Wyman. 2010. “The Deadly Consequences of Niche Aid in Africa” *Harvard Business Review*. <https://hbr.org/2010/11/the-deadly-consequences-of-nic>

Amartya Sen (2015) on the “Affordable dream” of universal healthcare. *The Guardian*.

<https://www.theguardian.com/society/2015/jan/06/-sp-universal-healthcare-the-affordable-dream-amartya-sen>

Jane Ferguson. 2018. Is Yemen’s Man-Made Famine the Future of War? *The New Yorker*.

<https://www.newyorker.com/news/news-desk/is-yemen-intentional-starvation-the-future-of-war>

**Required video:** John Hopkins Panel of Experts. (2020). “Lessons learned from COVID-19 and what’s next.”

<https://www.hopkinsmedicine.org/news/newsroom/news-releases/six-months-in-lessons-learned-from-covid-19-and-whats-next> (Watch especially the first and third panelists, Dr. Lisa Maragakis and Dr. Sherita Golden)

**To do:** Quiz 12 (25 points) due April 4

\*My guidelines on how to prepare virtual presentations will be posted under the “Assignment Instructions” folder on Canvas). See also these general tips for successful academic paper presentations <http://graddiv.ucsc.edu/about/blogs/grad-deans-blog/11-2013.1.html>

Basically, as part of this presentation assignment, you will need to submit two documents on April 11:

1) A text document including all of your slides and notes. This should be a simple copy-paste of your text and words as you will present them in the video or audio presentation that you will submit. The formatting is not very important. You will submit this through Turnitin and I will use this as one measure of the originality of your work. This document should include all of your references.

2) A video or audio presentation not to exceed 15 minutes. The final slide or portion of your presentation should list all of the sources you used in your research. More instructions on how you can prepare and record these presentations will be posted on Canvas.

### **Week 14: April 12 – 18 (Work on your research papers)**

Course wrap-up and end of semester reflections

**To do:** Draft your research paper. Resources on how to write research papers were included at the beginning of the semester. Re-visit our Module on “Research and Writing.” Read also “Ten steps for writing research papers” <http://www.american.edu/ocl/asac/upload/ten-steps-for-writing-research-papers.pdf>

### **Week 15: April 19 – 25 (Polish, proofread & submit papers by 11:59 pm on Sunday, April 25th)**

**To do:** Finalize, polish, and proofread your papers.

~ ~ ~

### **Student Support Services**

UNT provides many resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT’s Dean of Students’ website](http://deanofstudents.unt.edu/resources_0) offers a range of on-campus and off-campus resources to help support sexual assault survivors ([http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0)). Contact UNT’s Student Advocate at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or call the Dean of Students’ office at 940-565-2648.
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other student support services offered by UNT include

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)

- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

#### Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

## UNT Policies

#### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Trust and honesty are central for learning to occur, and I hope that you do not need a reminder about that. However, in the interest of making expectations clear, let me state that I will not tolerate academic dishonesty. You commit plagiarism if you:

- 3) reproduce verbatim (or almost verbatim) another author's words, without using quotation marks and/or without providing a citation; or
- 4) use another's ideas (even if you don't use their precise words) without providing citation.

I adhere to and enforce UNT's policy on academic dishonesty (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). You should review UNT Policy Manual Section 18.1.16, which is located at [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf) I address violations of academic integrity in this course in compliance with the penalties and procedures laid out in this policy.

In most cases, if I find that you plagiarized, you will receive a 0 for that assignment and report the violation. If this problem occurs more than once, you might fail this course.

Appeals: Students may appeal any decision under this policy by following the procedures laid down in the UNT Policy Manual Section 18.1.16 "Student Standards of Academic Integrity."

#### Americans with Disabilities Act (ADA) Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time. However, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access website](http://www.unt.edu/oda) at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

#### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence).

#### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. Course work completed via Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about a student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention if you would like additional information.

#### Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive, and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be

directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

#### Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

#### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during the last few weeks of the semester to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted.

#### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

#### Important Notice for F-1 Students taking Distance Education Courses

The pandemic caused by COVID-19 and the government's policies have complicated the lives and studies of international students.

Please contact the UNT International Student and Scholar Services Office telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu) if you need clarification on any policies that may impact you as an international student.

#### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

#### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

I do not typically use student work in my classes. If I want to share or display your exceptional or inspiring work, I will contact you to seek your permission.

