**INTA 4500 International Affairs Pro-Seminar Fall 2017**

Prof. Katja Weber Tuesday 3-5:45

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Office Hours: Tuesday 2-3 and by appointment

**Core Area:**

Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

**Course Description and Objectives:**

The European Union (EU) and the Association of Southeast Asian Nations (ASEAN) confront many of the same security challenges such as environmental problems, infectious diseases, terrorism and, recently, a serious refugee crisis. Although both the EU and ASEAN see a need for tackling such human security issues multilaterally, the EU, typically, is more willing to curtail individual member states’ autonomy than ASEAN, which is fiercely protective of states’ freedom of action. And yet, during the most recent mass migration into Europe in 2011-16, EU member states, overwhelmed by the vast number of people seeking asylum in their countries, failed to speak with one voice. Despite the existence of policies (principles, norms, processes and rules) codifying how to deal with such a scenario, populist security concerns trumped humanitarian ideals. Similarly, several ASEAN countries in recent years confronted a refugee crisis in the form of Rohingya fleeing persecution by ethnic Buddhists in Rakhine state in Myanmar. Taking a closer look at this specific human security problem in Europe and Southeast Asia, we will scrutinize the EU and ASEAN’s policies and initiatives with respect to this particular nontraditional security challenge and, once the nature of the problem has been analyzed, seek to come up with policy recommendations.

In addition to its substantive focus, the course is designed to sharpen your listening, analytical, and communication skills through active participation in the seminar, writing assignments, as well as presentations.

**Learning Outcomes**:

By the end of this course, students should be able to use their knowledge of various state/non-state actors in Europe and Southeast Asia in a practical problem-solving way to address issues of immediate concern to these actors. Students should be aware of the diverse backgrounds of these international actors and the many challenges that arise from their heterogeneity. Students, moreover, will demonstrate the ability to describe the causal and determinant relationships between various actors and their concerns and will be able to explain a specific case, the refugee crisis, where human security is threatened. Students should also be able to express their arguments clearly and effectively both in written reports and in their research and oral presentations; and work in small groups in a way that demonstrates respect for their colleagues and efficiency in working collaboratively towards projects and goals.

**Required Text:**

Gregory M. Scott and Stephen M. Garrison, *The Political Science Student Writer’s Manual and Reader’s Guide* (8th edition), New York: Rowman & Littlefield, 2017.

Other readings will be uploaded to T-Square

**Course Requirements**

Students must have completed all their readings for each class and are expected to participate in classroom discussions. Students must also keep up with current events in world politics by regularly reading a high quality news source like the *New York Times, Washington Post, Wall Street Journal, Financial Times*, etc.

**The course grade will be as follows:**

Class participation **30%**

**20%** of your grade will be based on a written **analysis of the film** “Neukoelln Unlimited”. Following a brief synopsis of the problem described in the film, put on your “thinking cap” and discuss three plausible political solutions to the problem. Be sure to draw out the rationale for each of your suggestions. (You cannot write more than 5 pages typed double-spaced, so be sure to write an outline to structure your thoughts and to leave out any superfluous information). **The paper is due Oct. 17.**

The remaining **50%** of your grade will come from **two** **class presentations (15% each) and a team paper (20%).**

Class Presentations:

Teams will be determined in week two during class.

Each team is expected to give two 40-minute power point presentations. Presentation 1 entails a country perspective. Presentation 2 will take a regional perspective. (Further instructions will be provided in class.) For each presentation you are asked to conclude with some policy prescriptions and let your audience know why you are suggesting what you are suggesting.

This is a team effort (no free-riding allowed)! It is up to you to develop a fair division of labor, to determine who covers which components of the presentations, and to establish an effective means of presentation. Each team member has to be part of the presentations and speak for an equal amount of time. Be sure you practice your presentations.

Analytical Paper:

Each team will hand in a paper (no more than 8 pages typed double-spaced—not including bibliography) at the beginning of the country presentation that sheds light on the topic assigned. You need to have a **thesis** for this paper and then build support for it. Hence, your goal is to analyze/explain, not merely describe (see Scott & Garrison).

There is a minimum requirement of 20 scholarly sources which are to appear in your bibliography. Please check a style manual for proper citation. (I don’t care which citation style you use, but it needs to be one that you’ll use consistently throughout the paper).

**Attendance Policy:**

Regular attendance is expected and essential for obtaining a passing grade.

**Honor Code:**

The Georgia Tech Honor Code is available online: <http://www.honor.gatech.edu/plugins/content/index.php?id=9>. If caught cheating, you will be dealt with according to the GT Academic Honor Code.

**Students with Disabilities:**

Georgia Tech is committed to providing reasonable accommodation for all students with disabilities through the ADAPTS program (http://www.adapts.gatech.edu/). Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and facilitate his/her educational opportunities. Students with disabilities must be registered with the ADAPTS-Disability Services Program prior to receiving accommodations in this course. The ADAPTS-Disability Services Program is located in Smithgall Student Services Building, phone 404-894-2564 or TDD only 404-894-1664.

**Readings:**

**Aug. 22 Introduction**

-Syllabus, Autobiography

**Aug. 29 Theories and Methods** (induction vs deduction; paradigms)

-Karns & Mingst chapter 2: “Theoretical Foundations of Global Governance” (T-Square)

**Scholarship Skills**

-Scott & Garrison chapters 1-3 & 6

-**assign group project teams**

**Sept. 5 Regional Organizations: Historical Introduction to the European Union**

-Dinan: chapter 1 (**T-Square)**

-Timothy Misir and Jason Ji, “The EU in a Nutshell” (**T-Square)**

-also read Scott & Garrison chapter 7 (How to Research Effectively)

**Sept. 12 Regional Organizations: The European Union--ESDP, CSDP and EU Security Operations**

-Michael Merlingen, *EU Security Policy: What It Is, How It Works, Why It Matters*, chapters 3 & 6 (T-Square)

**Sept. 19 Southeast Asia: From the Colonial Period until the Early Post-World War II Period**

-Osborne chapters 9-11 and 13 (T-Square)

**Sept. 26 Regional Organizations: ASEAN and the ASEAN Regional Forum (ARF)**

<http://www.aseansec.org> (for a discussion of ASEAN’s history, rationale, etc.)

- Lee Jones, “ASEAN and the Norm of Non-Interference in Southeast Asia: A Quest for Social Order”, Nuffield College Politics Group Working Paper, (March 2009).

<http://www.nuffield.ox.ac.uk/politics/papers/2009/Jones.March2009.pdf>

<http://aseanregionalforum.asean.org> (for a discussion of ARF’s history, rationale, etc.)

-David Dickens, “Lessening the Desire for War: The ASEAN Regional Forum and Making of Asia Pacific Security”, Working Paper 11/98.

<http://www.victoria.ac.nz/hppi/centres/strategicstudies/publications/working-papers/WP11.pdf>

**Oct. 3 Clarifying Terminology: Refugee, Migrant, Asylum Seeker**

-Familiarize yourself with the terms above

**Screening of Film:** “Neukoelln Unlimited”

**Oct. 10 Fall Break**

**Oct. 17 Film analysis paper due; class discussion of various policy proposals**

**Oct. 24 Background of Refugee Crises in Europe and Southeast Asia. What Transpired on Each Continent? [The Big Picture!]**

-Familiarize yourself with the reasons for the recent refugee crises such as war, persecution, economic motives, etc.,

-Research existing EU/ASEAN policies/rules/initiatives to deal with refugees (be sure to conduct a thorough search [see chapter 7 of Scott & Garrison] so we can have an informed discussion)

-to get you started:

**EU:**

-http://www.refworld.org/docid/473050632.html

-http://eur-lex.europa.eu/eli/dir/2013/32/oj

-https://ec.europa.eu/home-affairs/what-we-do/policies/asylum/common-procedures\_en

**ASEAN:**

-http://asean.org/?static\_post=joint-press-statement-the-special-asean-foreign-ministers-meeting-on-indochinese-refugees-bangkok-13-january-1979

-http://www.khilafah.com/the-asean-conference-has-failed-to-protect-the-rohingya-muslims/

http://oppenheimer.mcgill.ca/IMG/pdf/Journal\_of\_Refugee\_Studies-2014-Kneebone-jrs-feu015\_2-2.pdf

**Oct. 31 Case Studies Europe (Group Presentations & Papers due):**

**-The Recent Refugee Crisis Viewed from the Perspective of Germany** (focus on both public & private actors)

**-The Recent Refugee Crisis Viewed from the Perspective of Greece**

(focus on both public & private actors)

**-The Recent Refugee Crisis viewed from the Perspective of Hungary**

(focus on both public & private actors)

**Nov. 7 Case Studies Southeast Asia (Group Presentations & Papers due):**

**-The Recent Refugee Crisis Viewed from the Perspective of Myanmar**

(focus on both public & private actors)

**-The Recent Refugee Crisis Viewed from the Perspective of Indonesia**

(focus on both public & private actors)

**-The Recent Refugee Crisis Viewed from the Perspective of Thailand**

(focus on both public & private actors)

**Nov. 14 In-class negotiations b/w Germany, Greece, and Hungary to deliberate about potential next steps the EU might take**

**In-class negotiations b/w Myanmar, Indonesia, and Thailand to deliberate about potential next steps ASEAN might take**

**Nov. 21 Moving Forward: Presentation by Europe team (Germany, Greece, and Hungary) to share findings of negotiations and policy prescriptions with rest of class**

**Nov. 28 Moving Forward: Presentation by Asia team (Myanmar, Indonesia, and Thailand) to share findings of negotiations and policy prescriptions with rest of class**

**Dec. 5 Wrap-up**