

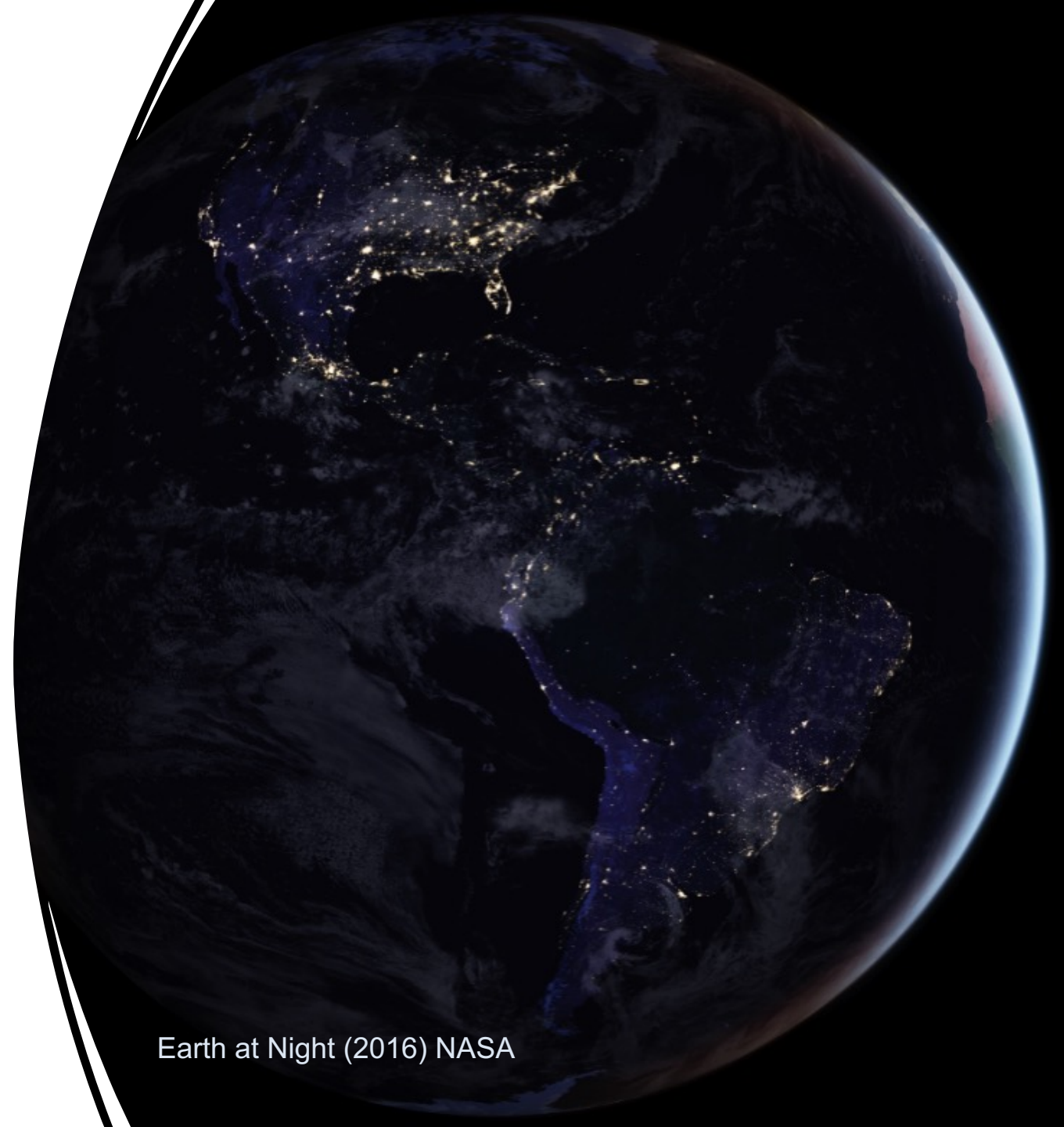
# Teaching Global IR: Pedagogical Tools for Cross-Cultural Perspectives

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SYMPOSIUM



Earth at Night (2016) NASA



This resource offers a series of sample modules, discussion prompts, and assignments to inspire ideas for elevating global and cross-cultural perspectives and decentering the US in International Relations (IR) courses.



These options offer a flexible “choose your own path” approach for instructors who might wish to include some (or all) of the materials in creating components of syllabi or brainstorming class exercises, assignments, and discussion topics.



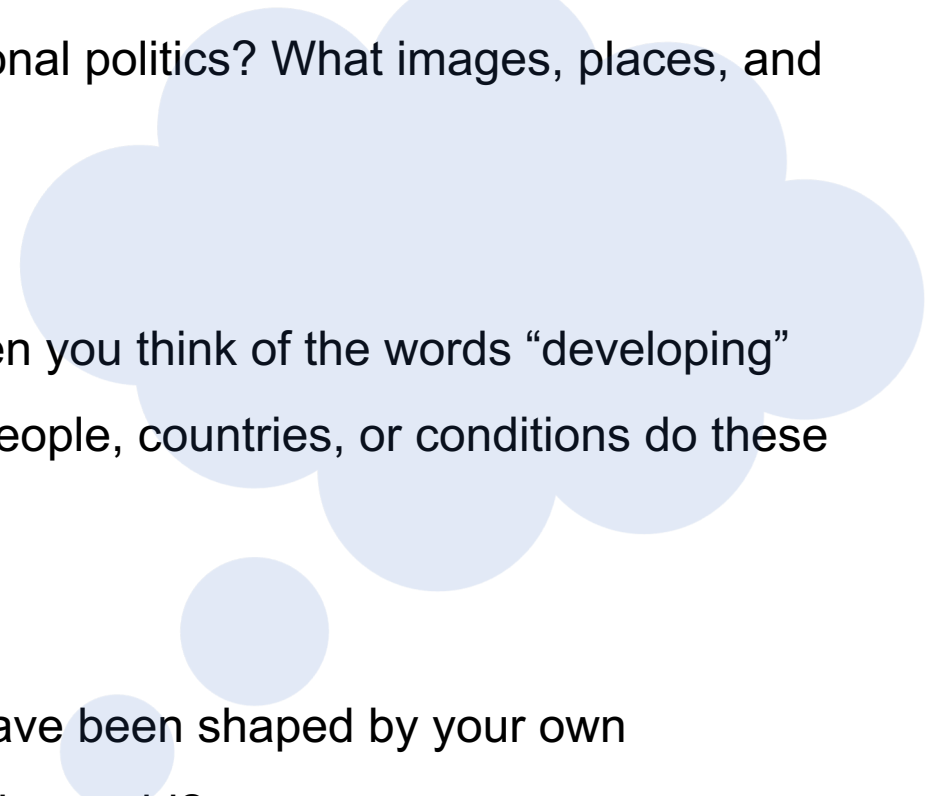
The materials which are open access in the modules (at the time of writing) are hyperlinked. The discussion prompts and assignments can be adapted to online, hybrid, or in-person modalities.

## ◇ **Sample Self-Reflection Exercise**

1. What descriptions come to mind when you think of the words “developed,” “Western,” and “modern” in international politics? What images, places, and ideas do you think of?
2. What descriptions come to mind when you think of the words “developing” and “non-Western?” What types of people, countries, or conditions do these words bring to mind?
3. How do you think these lists might have been shaped by your own background, upbringing, or place in the world?



Note: This exercise can work well at the start of a course to help encourage awareness around how subtle stereotypes and hierarchies get constructed in global politics.



## Sample Module 1

### Overview/Goal:

Introduce students to various actors in international relations using examples from the humanitarian and displacement situation in Afghanistan.

### Sample reading list:

-["Afghanistan Refugee Crisis Explained," UNHCR](#) (July 18, 2023)

-Ali M. Latifi and Wadud Salangi, ["Is the EU Doing Enough to Protect Afghans Escaping the Taliban?"](#) *The New Humanitarian* (June 19, 2023)

-Abid Hussain, ["'What's Wrong?' The Silence of Pakistanis on Expulsion of Afghan Refugees,"](#) *Al Jazeera* (November 22, 2023)



## ◇ Sample Module 1 Discussion Prompt

After browsing through the main stories featured on the home page of [The New Humanitarian](#), what global news issues do you find most interesting? How could you connect some of those issues in the trending news stories to the concepts and actors discussed in our readings?

Note: *The New Humanitarian* works with correspondents in dozens of countries to cover humanitarian stories in overlooked and underreported regions of the world. Pairing news stories from the site with other assigned readings can help encourage students to apply course concepts and vocabulary terms to current events.

Source: The New Humanitarian, “About Us”



## Sample Module 2

### Overview/Goals:

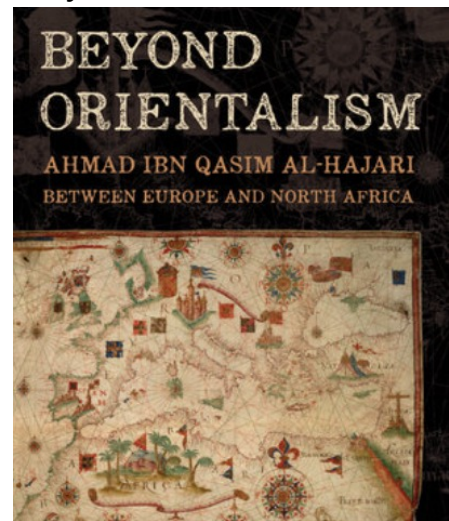
Introduce students to the concept of Global IR. Encourage critical thinking about the allegedly “Western” foundations of IR. Raise awareness around the porous boundaries between “East” and “West.”

### Sample reading list:

-Buzan and Acharya, Ch. 1 and Ch. 2 in *Re-imagining International Relations* (Cambridge University Press, 2021)

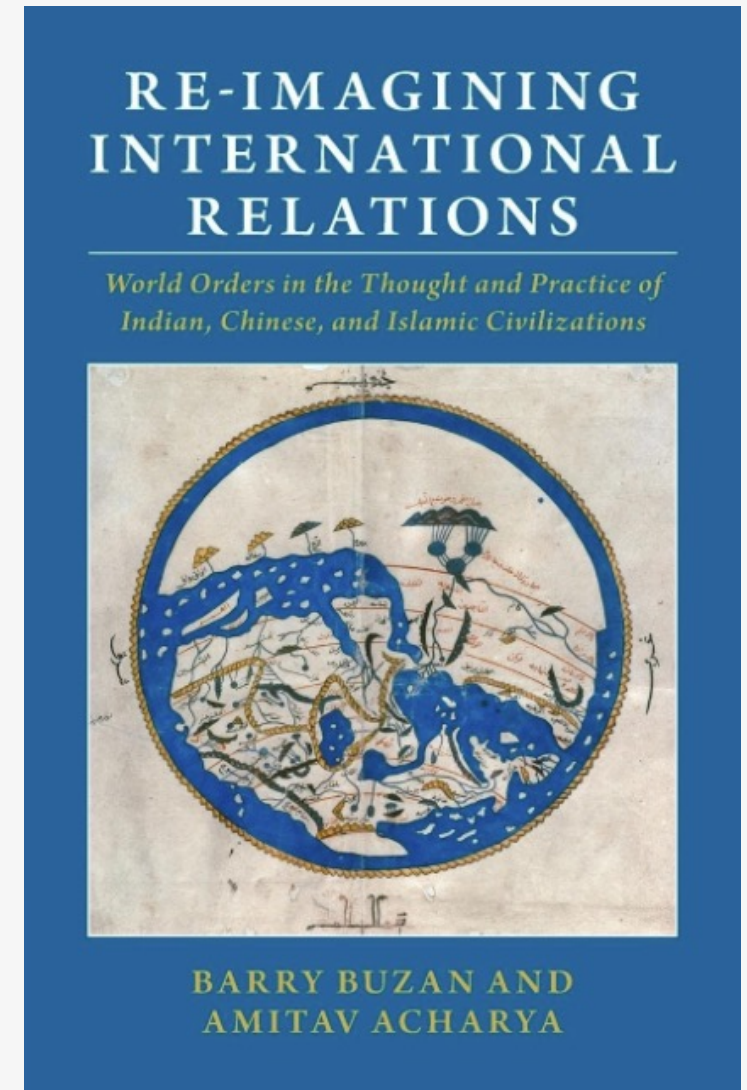
-Oumelbanine Nina Zhiri, [“A Window into the Early Modern Mediterranean, through the Fascinating Life of Ahmad ibn Qâsim al-Hajarî,”](#) *University of California Press Blog* (Dec. 20, 2023)

Source: Zhiri’s book cover, *Beyond Orientalism*



◇ **Sample Module 2 Discussion Prompt**

This week's assigned readings include Chapters 1 and 2 of Buzan and Acharya's book, *Reimagining International Relations*, as well as the essay by Oumelbanine Zhiri - directly accessible [here](#). After completing the readings, what are some of the main lessons you take from these materials? Why do you think these lessons are important as we study international relations issues?



## Sample Module 3

### Overview/Goals:

Prepare students to scrutinize foundational concepts in conventional IR theories and approaches to international order. Help students make connections between these critiques and the neglect of issues of race/racial hierarchy within IR.

### Sample reading list:

-Kelebogile Zvobgo and Meredith Loken, “Why Race Matters in International Relations,” *Foreign Policy* (June 19, 2020)

-Emmanuel Akinwotu and Weronika Strzyżyńska, [“Nigeria Condemns Treatment of Africans Trying to Flee to Ukraine,”](#) *The Guardian* (Feb. 28, 2022)

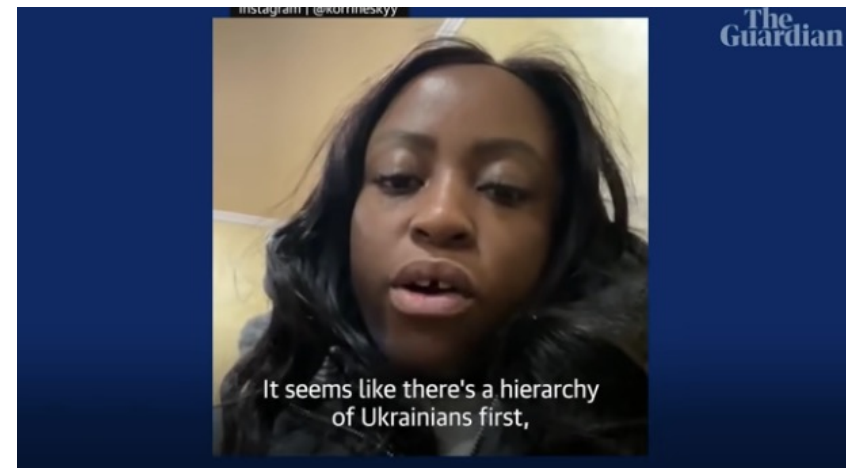
-George Lawson and Ayşe Zarakol, [“Recognizing Injustice: The ‘Hypocrisy Charge’ and the Future of the Liberal International Order,”](#) *International Affairs* (2023)



◇ **Sample Module 3 Discussion Prompt**

How can you connect some of the critiques discussed by Zvobgo and Loken (“Why Race Matters in IR”) and Lawson and Zarakol ([“Recognizing Injustice”](#)) to the [2022 story](#) about Nigerian and other African students seeking refuge from the war in Ukraine?

Source: The Guardian, “Nigeria Condemns Treatment of Africans Trying to Flee Ukraine”



## Sample Module 4

### **Overview/Goals:**

Explore different angles on the International Relations of the Middle East that highlight conventional approaches as well as Global IR perspectives and concepts from Islamic political thought. Introduce students to the concept of knowledge production.

### **Sample reading list:**

-Katerina Delacoura, “The Study of the International Relations of the Middle East Since 2011” -[Part I](#) and [Part II](#), *LSE Blogs* (May 6-7, 2020)

-Buzan and Acharya, Ch. 5 in *Re-Imagining International Relations*

-Jasmine Gani, [“From Discourse to Practice: Orientalism, Western Policy and the Arab Uprisings,”](#) *International Affairs* 98:1 (2022)

## Sample Module 5

### Overview/Goals:

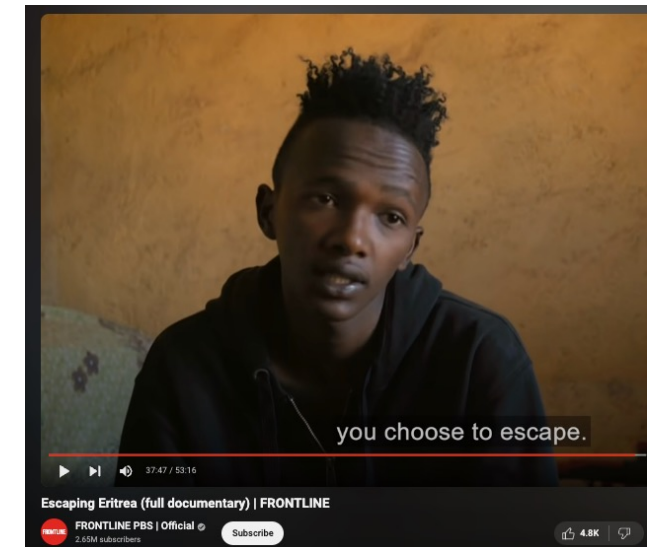
Explore issues around governance, human rights, and knowledge production. Consider how obstacles in different contexts (e.g. restrictions on freedom of expression in semi-democratic or hybrid regimes, violence and restrictions on freedom of movement in authoritarian regimes) can influence which perspectives become marginalized.

### Sample materials list:

🖥️ WATCH: [Escaping Eritrea](#) (PBS, 2021)

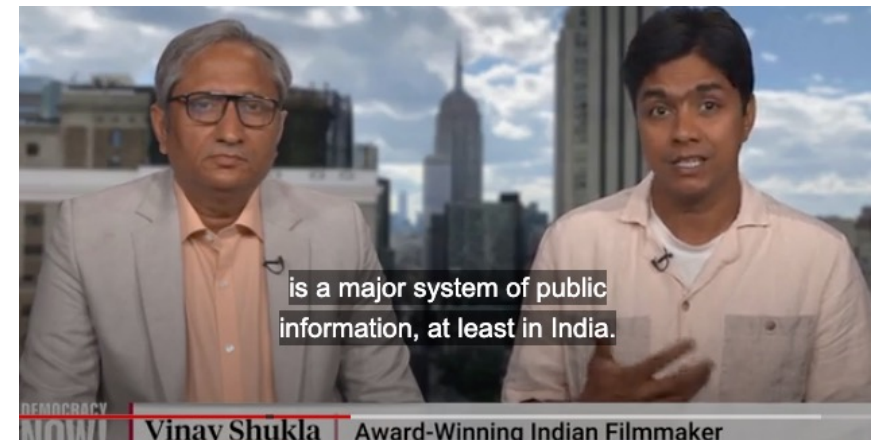
🖥️ WATCH: [Interview with Ravish Kumar and Vinay Shukla](#) (Democracy Now, 2023) begins at 15:50 min. mark

Source: *Escaping Eritrea*



## ◇ Sample Module 5 Discussion Prompt

This week's assigned materials include watching the documentary *Escaping Eritrea* (accessible [here](#)) and the interview clip with Ravish Kumar and Vinay Shukla (accessible at the 15:50 minute mark [here](#)). How can you find examples of certain perspectives or voices becoming silenced or marginalized? What are some of the main differences across these human rights situations?



## Sample Module 6

### Overview/Goals:

Explore globalization and global governance using a combination of examples ranging from more conventional debates to examples elevating Global South perspectives. Consider how global movements for Indigenous Peoples' Rights fit into aspects of globalization and global governance.

### Sample reading list and other materials:

-Ian Bremmer, “Globalization Isn’t Dead,” *Foreign Affairs* (October 25, 2022)

-Ana Saggiaro Garcia and Leonardo César Souza Ramos, [“Brazil’s G-20 Presidency and the Global South,”](#) *Stimson Center* (January 19, 2024)



🖥️ WATCH: Elsa Stamatopoulou on [“The Origins of the Movement: Indigenous Peoples’ Rights”](#) (Columbia University, 2021)

## Sample Module 7

### Overview/Goals:

Introduce students to global climate and environmental issues, elevating the perspectives of those most directly impacted by the issues but who often face significant obstacles in having their voices and perspectives engaged within IR.

### Sample reading list and other materials:

-Akka Rimon and Anote Tong, "[The Seas Are Coming for Us in Kiribati.](#)" *The Conversation* (November 22, 2021)

-Ranj Alaaldin, "[Climate Change May Devastate the Middle East.](#)" *Brookings Institute* (March 14, 2022)

📺 WATCH: [Iraq's Water Wars - Part 1](#) (Al Jazeera People & Power, 2023)



Source: *Iraq's Water Wars*

## ◇ Sample Short Writing Assignment

Instructions: Address the following questions, aiming for at least 200 words per response to each question (at least 600 words total for your responses). Provide full citation information for any sources used either through footnotes or a works cited list at the end of your responses (note that the citations don't count in the minimum length requirement).

1. Describe an international relations issue you would like to focus on for your class project. Who are some of the different groups, communities, and actors (including actors outside the US) most impacted by the issue?
2. Thinking about some of those groups/communities outside the US who are significantly impacted by the issue, what obstacles might they face in communicating and sharing their perspectives with international audiences and policymakers?
3. Which perspectives do you think have traditionally been more elevated and widely understood on this issue among the general public and which voices and views on the issue have received less attention and understanding? Why might this be the case?



Note: This assignment can work well towards the middle or later portion of a course after students have some exposure to concepts and examples related to knowledge production.