

# Global Security

IAS 3043 – Fall 2021

John R. Emery, Ph.D.

Email: [john.emery@ou.edu](mailto:john.emery@ou.edu)

Tu/Th 1:30-2:45pm – Farzeneh Hall Room 148



## Course Description

*Global Security* (IAS 3043) introduces the theories of international relations and issues of security and insecurity in what Hedley Bull called “the anarchical society.” This class seeks to provide students with an overview of the core theories in the field of International Relations along with an understanding of key international security concepts. This course will examine the dynamics of conflict and cooperation in the international arena through the in-depth study of historical and contemporary issues of security. The main objectives of the course are to promote an understanding of (1) the major approaches to the study of international relations, (2) the key concepts of security studies, (3) the processes through which states and other actors interact and engage in conflict, and (4) contemporary challenges to war, peace, and justice in the international system. Through the use of the Statecraft International Security Simulation, students will apply their knowledge weekly in the seats of decision-makers in international politics. In the end, students will be able to apply various theoretical positions to interpret world politics and in/security as assessed in exams and assignments.



Required Textbook: Free PDF! <https://www.e-ir.info/publication/international-relations-theory/>



Required Book: Sinan Antoon's *The Corpse Washer* (2014) ISBN-13 : 978-0300205640



## Multimedia Resources

- E-International Relations: [Here](#)
- Council on Foreign Relations Explainers: [Here](#)
- PBS *Frontline* Documentaries: [Here](#)
- War on the Rocks* Podcast: [Here](#)
- Press the Button* Podcast: [Here](#)
- Chain Reaction* Podcast: [Here](#)

## Grading

Participation: 50

Statecraft SIM: 100

Midterm: 125

Book Analysis: 100

Final: 125

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Total: 500 Points

Office Hours via Zoom Room ID# 413 723 7117  
Tues 2:45-4pm, Thurs 12:30-1:30pm, and by appointment.

<https://oklahoma.zoom.us/j/4137237117?pwd=NHBIRUtoclRwT2JaMnA5RGIVVTB0dz09>

- |                |
|----------------|
| A: 450-500     |
| B: 400-450     |
| C: 350-400     |
| D: 300-350     |
| F: 300 & Below |



## Student Learning Outcomes

Students who complete IAS 3043 will be able to:

1. Describe the key theories and concepts in the field of International Relations, demonstrating their knowledge on exams and in the Statecraft International Security SIM;
2. Apply the approaches to the study of global security to concrete problems within the world, demonstrating their ability to do so in research and writing appropriate to the discipline;
3. Assess common arguments pertaining to International Relations, demonstrating their ability to think critically on the exam and in a final project;
4. Interpret the relationship between issues of security and insecurity in global politics through the application of core concepts to concrete cases.



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## Assignments

### STATECRAFT INTERNATIONAL SECURITY SIM – 100 points

We will also be using a software program that implements a simulation of international politics. The semester subscription fee is \$35. You will need to sign up and pay at <https://www.statecraftsim.com/is-simulation/> before the first week of using the simulation (September 28<sup>th</sup>). To sign up click “create account”, create student account, and then type in the simulation code given on Canvas along with your username and password. From here, you will take your foreign policy attitude test and pay through PayPal or by credit/debit card.

- You must post a simulation memo on Statecraft **BEFORE** each simulation turn ends. These memos must be 250 words in length and the simulation will count them for you. In a sense, these memos will become your ongoing “journal” for the simulation experience. They are intended to help ensure that students are actively participating in, and thinking about, the simulation each week. **Late memos and memos shorter than the required length will not be counted.** If you complete all memos satisfactorily, you will receive all 100 points.

### BOOK ANALYSIS – 100 points

The only required book for this course is a fiction novel *The Corpse Washer* by Iraqi poet and author Sinan Antoon. The book analysis will be two-pages, single-spaced, 12-pt. font, due in class on Thursday December 2<sup>nd</sup>. The paper should link themes from the novel to issues discussed in the course. Furthermore, you should reflect on the human experiences of global security in your paper.

### CHOOSE YOUR FINAL! 125 points

For your final exam, you may choose the options of:

- An analytical research paper – 7-10 pages 12pt. font double-spaced in Times New Roman with footnote or endnote citations. You may apply a theory or theories of IR to historical or contemporary issues of global security or analyze a T.V. show or Movie concerning security through the lens of IR Theory.
- Create a podcast (10-15mins) or video production (5-10mins) that analyzes an issue of global security and is a resource for fellow students to better understand an issue through a lens of IR theory. Podcasts or videos should be of a higher production value (not a reading of a PowerPoint in video form) and must contain 1-2-pages of notes with key sources and data.
- Take a written exam or oral exam on the course content.

## COVID-19 Prevention

In our class and in Farzaneh Hall the expectation is for students to wear face masks at all times, and to maintain social distancing. [Current CDC guidance](#) advises all individuals, even those who are fully vaccinated, to wear a mask indoors in public if in an area of substantial (orange) or high (red) transmission, according to its [COVID-19 Integrated County View of Data](#).

As someone who lives with a person who is immunocompromised, I ask for your support in keeping those around us safe. I am equally committed to keeping all of you safe. I am fully vaccinated and will always wear a face mask indoors. Even though masking isn't required by law, we in the department of International and Area Studies hold it as a community expectation of one another to keep us safe and together.

Vaccinations and masking are proven to be the most effective ways to reduce the spread of COVID-19. The University of Oklahoma encourages all students to wear a mask and to get vaccinated. COVID-19 vaccines are available to all students on the OU campus at no cost to the individual and we will have facemasks available in class for those who need.

Students who are feeling ill, who have been exposed to an individual, or who tested positive for COVID-19 are asked to [isolate](#) and to notify the University through the [Healthy Together app](#) as well as let me know via email.

If you feel sick, test positive, or have a known exposure, please **DO NOT** come to class. You will never be penalized, and I will work diligently with you to make sure you are caught up on all materials.

Accommodations will be provided by the instructor in case a given student needs to undergo isolation. Revisions in the course content and design may be needed in case the I, the instructor, need to be away from classes due to COVID-19. Developments in the pandemic may also force the entire class to go hybrid or online, in which case the instructor (or a substitute) will likely need to revise some of the course content and design, per the appropriate [University guidelines](#). Let's keep each other safe and ensure that we all can remain in-person throughout the semester.

## Course Schedule

### Theories of International Relations

#### Week 1

##### **Tuesday August 24<sup>th</sup> – What is Security?**

- Syllabus – Introduction to the course and each other

##### **Thursday August 26<sup>th</sup> – Theories of International Relations**

- WATCH: “International Relations an Introduction” *London School of Economics & Political Science*. (10mins) Available at: <https://youtu.be/NVCDnUZqLzU>
- A.C. McKeil. “A Brief Introduction to the Study of International Relations” *E-IR*. <https://www.e-ir.info/2017/07/03/student-feature-a-brief-introduction-to-the-study-of-international-relations/>
- Eric Ringmar. “The Making of the Modern World” *E-IR*. <https://www.e-ir.info/2016/12/26/the-making-of-the-modern-world/>
- Dana Gold, Rosie Waters, and Stephen McGlinchy. *International Relations Theory (IRT) Textbook “Getting Started with International Relations Theory”* pp. 1-14.

## Week 2

### **Tuesday August 31<sup>st</sup> – Realism**

- Sandrina Antunes and Isabel Camisão. “Realism” IRT Textbook Chapter 1, pp. 15-21.
- WATCH: “Balance of Power” (10 mins) <https://youtu.be/-WwCm889Vqo>
- Arash Heydarian Pashakhanlou. “The Past, Present, and Future of Realism” *E-IR* <https://www.e-ir.info/2018/01/15/the-past-present-and-future-of-realism/>

*Discussion*–Anarchy, Levels of Analysis, Balance of Power, and the Security Dilemma

### **Thursday September 2<sup>nd</sup> – Liberalism**

- Jeffrey W. Meiser “Liberalism” IRT Textbook Chapter 2, pp. 22-27.
- Immanuel Kant “Perpetual Peace: A Philosophical Sketch” (1795) <https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>
- Neta Crawford. “A Security Regime Among Democracies: Cooperation Among Iroquois Nations” *International Organization* 48 no. 3 (2009): 345-385.
- WATCH: “Democratic Peace Theory: A Short Introduction” (2 mins) [https://youtu.be/Q\\_75neOIW9I](https://youtu.be/Q_75neOIW9I)
- WATCH: “Realism vs. Liberalism: Global Politics Theories Explained” (6 mins) <https://youtu.be/HI43BizGd5c>

*Discussion*–Cooperation Under Anarchy and Democratic Peace Theory

## Week 3

### **Tuesday September 7<sup>th</sup> – Constructivism**

- Sarina Theys. “Constructivism” IRT Textbook Chapter 4, pp.36-41.
- Nicholas Onuf. “Constructivism: A User’s Manual.” in Vendulka Kubalkova (Ed) *International Relations in a Constructed World* (New York: Taylor and Francis,1998). Available in Canvas.

*Discussion*–Living in a Constructed World

### **Thursday September 9<sup>th</sup> – Constructivism Continued**

- Luke M. Herrington. “Review: Ontological Security in International Relations” (2013) *E-IR* <https://www.e-ir.info/2013/07/27/review-ontological-security-in-international-relations/>
- WATCH: “The Cuban Missile Crisis: At The Brink” *PBS Frontline* 1992 (Parts 1-4) (55 mins) [https://youtu.be/kPfRSna7\\_PM](https://youtu.be/kPfRSna7_PM)
- Jutta Weldes. “The Cultural Production of Crisis: U.S. Identity and Missiles in Cuba” (Chapter 1 pp. 35-63). In Jutta Weldes et al. (Eds.) *Cultures of Insecurity: States, Communities, and the Production of Danger*. (Minneapolis: University of Minnesota Press, 1999). Available in Canvas.

*Discussion*–Identity, Insecurity, and The Cuban Missile Crisis

## Week 4

### **Tuesday September 14<sup>th</sup> – Theories Applied: The U.S. War in Iraq**

- Jack Snyder. “One World Rival Theories” *Foreign Policy* October 26, 2009. <https://foreignpolicy.com/2009/10/26/one-world-rival-theories/>
- WATCH: “Truth, Wars, and Consequences” *PBS Frontline* October 9, 2003. (1hr 25mins) <https://www.pbs.org/wgbh/frontline/film/showstruth/>
- WATCH: “Theories in Action: The War in Iraq” (8 mins) <https://youtu.be/XUF-T5JubDg>

*Discussion*–Interpreting and Understanding the Iraq War

### Thursday September 16<sup>th</sup> – Securitization

- Clara Eroukhmanoff, “Securitisat<sup>o</sup>n” IRT Textbook Chapter 14, pp. 104-109.
- Matt McDonald, “Securitization and the Construction of Security,” *EJIR* 14 no. 4 (2008): 563-587. Available in Canvas.

*Discussion*–In-Class Exercise: Securitization in Practice

### Week 5

### Tuesday September 21<sup>st</sup> – Gender and International Security

- Sarah Smith, “Feminism” IRT Textbook Chapter 8, pp. 62-68.
- Lindsay C. Clark, “Grim Reapers: Ghostly Narratives of Masculinity and Killing in Drone Warfare.” *International Feminist Journal of Politics* 20 no. 4 (2018): 602-623. Available in Canvas.

*Discussion*–Gender and War

### Thursday September 23<sup>rd</sup> – Work on Take Home Exam

- **NO CLASS** Gone for International Studies Assoc. Conference

## **Take Home Exam Due in Canvas Sunday 9/26 11:59pm**

## **Issues in Global Security**

### Week 6

### Tuesday September 28<sup>th</sup> – Statecraft Simulation Game Introduction

- Sign Up for Statecraft International Security SIM with access code provided in Canvas. Pay \$35 fee.
- Take Foreign Policy Attitude Test in App
- Read ENTIRE Statecraft Manual

*Discussion*–Statecraft International Security Simulation

### Thursday September 30<sup>th</sup> – Race and Colonial Wars in IR

- Kelebogile Zvobgo and Meredith Loken “Why Race Matters in International Relations” *Foreign Policy* June 19, 2020. <https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/>
- Aishling Mc Morrow “Postcolonialism: IRT Textbook Ch. 7, pp. 56-61
- WATCH: Edward Said, “The Idea of Empire” (1hr.) <https://vimeo.com/414226354>

*Discussion*–Vietnam and the Anti-Colonial Movement

### Week 7

### Tuesday October 5<sup>th</sup> – Afghanistan War

- WATCH: “20 Years of America’s War in Afghanistan” *Quincy Institute* (3mins) <https://quincyinst.org/2021/03/19/20-years-of-americas-war-in-afghanistan/>
- WATCH: “America After 9/11” *PBS Frontline* September 7, 2021: (54 mins) <https://www.pbs.org/wgbh/frontline/film/america-after-9-11/>

- “The U.S. War in Afghanistan – Timeline” *Council on Foreign Relations*  
<https://www.cfr.org/timeline/us-war-afghanistan>
  - LISTEN: “The First Special Forces Team in Afghanistan” *Modern Warfare Institute* (1 hr.)  
<https://mwi.usma.edu/podcast-spear-first-special-forces-soldiers-afghanistan/>
- Discussion*–9/11 and the Origins of America’s Longest War

### Thursday October 7<sup>th</sup> – Afghanistan War

- **Statecraft Simulation Turn 0**
  - “Making Peace With the Taliban” *NY Times The Daily* February 4, 2019. (28mins)  
<https://www.nytimes.com/2019/02/04/podcasts/the-daily/taliban-afghanistan-peace-deal.html>
  - Craig Whitlock. “At War with the Truth: The Afghanistan Papers” *Washington Post* December 9, 2019. Also, WATCH Video in Story  
<https://www.washingtonpost.com/graphics/2019/investigations/afghanistan-papers/afghanistan-war-confidential-documents/>
  - Elizabeth N. Saunders. “Biden plans to withdraw troops from Afghanistan. Here’s what we learned about America’s longest war.” April 14, 2021.  
<https://www.washingtonpost.com/politics/2019/12/11/what-we-learned-afghanistan-papers/>
  - Asfandyar Mir. “Untying the Gordian Knot: Why the Taliban is Unlikely to Break Ties with al-Qaeda” *Modern War Institute* <https://mwi.usma.edu/untying-the-gordian-knot-why-the-taliban-is-unlikely-to-break-ties-with-al-qaeda/>
  - Charles Hirschkind and Saba Mahmood. “Feminism, the Taliban, and Politics of Counter-Insurgency” *Anthropological Quarterly* 75 no. 2 (2002): 339-354.
- Discussion*–Ending the Afghanistan War and Reflecting on 20 Years

## Week 8

### Tuesday October 12<sup>th</sup> – Interstate Wars: WWI

- Jack S. Levy. “Preferences, Constraints, and Choices in July 1914” *International Security* 15 no. 3 (1990): 151-186.
- Ole R. Holsti, “The 1914 Case,” *American Political Science Review* Vol. 59, No. 2 (June 1965), pp. 365-378.
- W.E.B. Du Bois “Of the Culture of White Folk” *The Journal of Race Development* 7 no. 4 (1917): 434-447.

*Discussion*–WWI and the Causes of Great Power Wars

### Thursday October 14<sup>th</sup> – Interstate Wars

- Statecraft Simulation Turn 1
- Thomas S. Szayna et al. “What are the Trends in Armed Conflicts, and What do They Mean for U.S. Defense Policy?” *RAND Corporation* 2017.  
[https://www.rand.org/content/dam/rand/pubs/research\\_reports/RR1900/RR1904/RAND\\_RR1904.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RR1900/RR1904/RAND_RR1904.pdf)
- Robert Jervis. “War and Misperception” *Journal of Interdisciplinary History* 18 no. 4 (1988): 675-700. Available in Canvas.
- Emma Ashford. “Great Power Competition Is a Recipe for Disaster” *Foreign Policy* April 1, 2021. Available in Canvas.

*Discussion*–Great Power Wars, Small Wars, and Dirty Wars

## Week 9

### **Tuesday October 19<sup>th</sup> – Deterrence and Nuclear Weapons**

- WATCH: “Nuclear Deterrence” <https://youtu.be/rJjC6nLX4RM> (10 mins)
- LISTEN: Usha Sahay. “The Dilemmas of Deterrence” *A Most Terrible Weapon* (33 mins) <https://warontherocks.com/2020/11/the-dilemmas-of-deterrence/>
- Katherine E. McKinney, Scott D. Sagan, Allen S. Weiner (2020) “Why the atomic bombing of Hiroshima would be illegal today” *Bulletin of the Atomic Scientists* 76 no. 4. Available in Canvas
- Daniel Ellsberg. (2018) *The Doomsday Machine: Confessions of a Nuclear War Planner* Ch’s 14-16, pp. 225-273. Available in Canvas.

*Discussion*–The U.S. Atomic Bombing of Hiroshima and Nagasaki

### **Thursday October 21<sup>st</sup> – Nuclear Weapons**

- Statecraft Simulation Turn 2
- LISTEN: Usha Sahay. “The Perverse Sensibility of Nuclear War” *A Most Terrible Weapon* (28mins) <https://warontherocks.com/2020/11/the-perverse-sensibility-of-nuclear-war/>
- Carol Cohn. “Sex and Death in the Rational World of Defense Intellectuals” *Signs* 12 no. 4 (1987): 687-718.
- VIDEO “Contemporary Risks of Nuclear Conflict” (James Acton) [https://youtu.be/1iEa\\_Kt71KY](https://youtu.be/1iEa_Kt71KY) (16mins)

*Discussion*–Gender and Nuclear War

## Week 10

### **Tuesday October 26<sup>th</sup> – Terrorism**

- Katherine E. Brown. “Transnational Terrorism” *E-IR* <https://www.e-ir.info/2017/01/19/transnational-terrorism/>
- James Der Derain. (2005): “Imaging Terror: Logos, Pathos and Ethos”, *Third World Quarterly* 26(1):23-37
- Liam P.D. Stockdale. “Catastrophic Futures, Precarious Presents & Temporal Politics of (In)security” *E-IR* <https://www.e-ir.info/2016/08/19/catastrophic-futures-precarious-presents-temporal-politics-of-insecurity/>

*Discussion*–Terrorism and Insecurity

### **Thursday October 28<sup>th</sup> – Terrorism**

- Statecraft Simulation Turn 3
- Karin Fierke. *Political Self-Sacrifice: Agency, Body, and Emotion in International Relations* (2013) Excerpts Available in Canvas.
- Talal Asad. *On Suicide Bombing* (2007) Excerpts Available in Canvas.

*Discussion*–Understanding Self-Sacrifice

## Week 11

### **Tuesday November 2<sup>nd</sup> – Torture**

- “The Insecurity of America: The Curious Case of Torture’s Escalating Popularity” (Brent J. Steele) In Heinze, Eric (Ed.) *Justice, Sustainability, and Security* (2013) Palgrave Macmillan pp. 171-204. Available in Canvas.
- Owens, Patricia (2010): “Torture, Sex and Military Orientalism”, *Third World Quarterly* 31(7): 1041-1056.
- LISTEN: “George Bush, Barack Obama, and the CIA Torture Cover-Up” *Intercepted Podcast* December 4, 2019. Listen until 0:44:00 <https://theintercept.com/2019/12/04/george-bush-barack-obama-and-the-cia-torture-cover-up/>

*Discussion*–Identity and Torture in the U.S.

### **Thursday November 4<sup>th</sup> – Ethics of War**

- Statecraft Simulation Turn 4
- LISTEN “Soldier Philosophers – Part One: Moral Exploitation” *Hi-Phi Nation* S1E2, January 31, 2017 (48 mins) <https://hiphination.org/complete-season-one-episodes/episode-two-moral-exploitation-jan-31-2017/>
- LISTEN “Soldier Philosophers – Part Two: The Morality of War” *Hi-Phi Nation* S1E3, February 7, 2017 (49 mins) <https://hiphination.org/complete-season-one-episodes/episode-3-the-morality-of-war-feb-7th-2017/>
- Michael Walzer. *Just and Unjust Wars* (1977) Excerpts available in Canvas.

*Discussion*–The (Im)morality of War

## Week 12

### **Tuesday November 9<sup>th</sup> – Drone Program**

- Abigail Watson & Alasdair McKay. “Remote Warfare: A Critical Introduction” *E-IR* <https://www.e-ir.info/2021/02/11/remote-warfare-a-critical-introduction/>
- Rachel Tecott. “Targeted Killing: Thinking Through the Logic” *War on the Rocks*, September 28, 2016. <https://warontherocks.com/2016/09/targeted-killing-thinking-through-the-logic/>
- Katharine Hall Kindervater “The Emergence of Lethal Surveillance: Watching and Killing in the History of Drone Technology.” *Security Dialogue* 47 no. 3 (2016): 223-238.
- LISTEN: “Leadership Targeting and Drones: An Effective Counterterrorism Strategy” *Modern War Institute* <https://mwi.usma.edu/leadership-targeting-drones-effective-counterterrorism-strategy/>

*Discussion*–Killing by Remote Control

### **Thursday November 11<sup>th</sup> – AI and the Future of War**

- Statecraft Simulation Turn 5
- Ingvild Bode & Hendrik Huelss. “Artificial Intelligence, Weapons Systems, and Human Control” *E-IR* <https://www.e-ir.info/2021/02/16/artificial-intelligence-weapons-systems-and-human-control/>
- John Emery. “Probabilities Towards Death: Bugsplat, Algorithmic Assassinations, and Ethics of Due Care.” *Critical Military Studies* 2020. Available in Canvas.
- Madeline Clare Elish. “Moral Crumple Zones: Cautionary Tales in Human-Robot Interaction” *Engaging Science, Technology, and Society* (2019). Available in Canvas.

*Discussion*–The Promises and Pitfalls of AI in Warfare

**Week 13**

**Tuesday November 16<sup>th</sup> – Foreign Policy Decision-Making in Syria**

- “Syria’s War: Who’s Fighting and Why” *Vox* April 7, 2017. (7 mins)  
<https://youtu.be/JFpanWNgfQY>
- “Syria: Seven Years of War Explained” *BBC* March 9, 2018. (6 mins)  
[https://youtu.be/CoL0L\\_DbuQQ](https://youtu.be/CoL0L_DbuQQ)
- Kinzer, Stephen. “The Media are Misleading the Public on Syria.” *Boston Globe* February 18, 2016. <http://stephenkinzer.com/2016/02/the-media-is-misleading-the-public-on-syria/>
- Andrew Bacevich “Taking Action in Syria” (33 mins) <https://youtu.be/2cbSkT5CQuI>

*Discussion*–Foreign Policy Decision-Making: Obama and Syria

**Thursday November 18<sup>th</sup> – North Korea & De-Nuclearization**

- Statecraft Simulation Turn 6
- Elanor Albert. “North Korean Nuclear Negotiations Timeline” *CFR*  
<https://www.cfr.org/asia/north-korea>
- Fred Kaplan. “Don’t Panic About North Korea” September 5, 2017 *Slate* <https://slate.com/news-and-politics/2017/09/why-nuclear-deterrence-will-still-work-on-north-korea.html>
- Eric Brewer and Sue Mi Terry. “It Is Time for a Realistic Bargain with north Korea” *CSIS* March 25, 2021. <https://nuclearnetwork.csis.org/it-is-time-for-a-realistic-bargain-with-north-korea/>
- Vipin Narang and Ankit Panda. “North Korea: Risks of Escalation” *Global Politics and Strategy* 62 no. 1 (2020): 47-54.

**Week 14**

**Tuesday November 23<sup>rd</sup> Flexible Class**

**Thursday November 25<sup>th</sup> NO CLASS THANKSGIVING BREAK**

**Week 15**

**Tuesday November 30<sup>th</sup> – Statecraft Simulation Debrief**

- Review and reflect upon the simulation. What challenges did you encounter? What key concepts from our class came to life? What was unexpected? How did it reinforce and/or challenge your assumptions about global security?

**Thursday December 2<sup>nd</sup> – Experiences of War**

- Sinan Antoon. *The Corpse Washer* 2014. Entire Book. 200pgs.

**Week 16**

**Tuesday December 7<sup>th</sup> – Psychology and Conflict**

- Keren Yarhi-Milo. “In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries.” *International Security* 38 no. 1 (2013): 7-51.
- Irving L. Janis “Groupthink.” *Psychology Today* 1971.  
<http://agcommtheory.pbworks.com/f/GroupThink.pdf>

*Discussion*–Crisis Decision-Making

**FINALS WEEK**

Tuesday December 14<sup>th</sup> – Choose Your Final Due

**University Policies**

**Land Acknowledgement Statement Provided by OU’s Tribal Liaison office:**

Long before the University of Oklahoma was established, the land on which the University now resides was the traditional home of the “Hasinai” Caddo Nation and “[Kirikir?i:s](#)” Wichita & Affiliated Tribes. We acknowledge this territory once also served as a hunting ground, trade exchange point, and migration route for the Apache, Comanche, Kiowa and Osage nations. Today, 39 tribal nations dwell in the state of Oklahoma as a result of settler and colonial policies that were designed to assimilate Native people. The University of Oklahoma recognizes the historical connection our university has with its indigenous community. We acknowledge, honor and respect the diverse Indigenous peoples connected to this land. We fully recognize, support and advocate for the sovereign rights of all of Oklahoma’s 39 tribal nations. This acknowledgement is aligned with our university’s core value of creating a diverse and inclusive community. It is an institutional responsibility to recognize and acknowledge the people, culture and history that make up our entire OU Community.

Additional Resources for learning about the land you are currently on, a guide to acknowledging land and an Ally Toolkit:

<https://native-land.ca/>

<https://www.whose.land/en/>

<https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

[https://segalcentre.org/common/sitemedia/201819\\_Shows/ENG\\_AllyToolkit.pdf](https://segalcentre.org/common/sitemedia/201819_Shows/ENG_AllyToolkit.pdf)

**Diversity, Equity, and Inclusion Statement:**

The University of Oklahoma is committed to achieving an equitable, diverse, and inclusive university community by recognizing each person’s unique contributions, background, and perspectives. The University of Oklahoma strives to cultivate a sense of belonging and emotional support for all, recognizing that fostering an inclusive environment for all is vital to the pursuit of academic and inclusive excellence in all aspects of our institutional mission. In this course we will practice empathy and respect of each student and thoughtfully engage with the readings meant to challenge us to confront these issues head on.

**Copyright Statement:**

Sessions of this course may be recorded or live-streamed. These recordings are the intellectual property of the individual faculty member and may not be shared or reproduced without the explicit, written consent of the faculty member. In addition, privacy rights of others such as students, guest lecturers, and providers of copyrighted material displayed in the recording may be of concern. Students may not share any course recordings with individuals not enrolled in the class or upload them to any other online environment.

**Mental Health Support Services:**

If you are experiencing any mental health issues that are impacting your academic performance, counseling is available at the University Counseling Center (UCC). The Center is located on the second floor of the Goddard Health Center, at 620 Elm Rm. 201, Norman, OK 73019. To schedule an appointment call (405) 325-2911. For more information, please visit <http://www.ou.edu/ucc>.

**Religious Observance:**

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

**Reasonable Accommodation Policy:**

Students requiring academic accommodation should contact the Accessibility and Disability Resource Center for assistance at (405) 325-3852 or TDD: (405) 325-4173. For more information, please visit <http://www.ou.edu/drc/home.html>. Any student in this course who has a disability that may prevent them from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

**Title IX Resources and Reporting Requirement:**

For any concerns regarding gender-based discrimination, sexual harassment, sexual assault, dating/domestic violence, or stalking, the University offers a variety of resources. To learn more or to report an incident, please contact the Sexual Misconduct Office at 405/325-2215 (8 to 5, M-F) or [smo@ou.edu](mailto:smo@ou.edu). Incidents can also be reported confidentially to OU Advocates at 405/615-0013 (phones are answered 24 hours a day, 7 days a week). Also, please be advised that a professor/GA/TA is required to report instances of sexual harassment, sexual assault, or discrimination to the Sexual Misconduct Office. Inquiries regarding non-discrimination policies can be directed to University Equal Opportunity Officer and Title IX Coordinator at 405/325-3546 or [smo@ou.edu](mailto:smo@ou.edu). For more information, visit <http://www.ou.edu/eoo.html>.

**Adjustments for Pregnancy/Childbirth Related Issues:**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact your professor or the Disability Resource Center at 405/325-3852 as soon as possible. Also, see <http://www.ou.edu/eoo/faqs/pregnancy-faqs.html> for answers to commonly asked questions.

**Final Exam Preparation Period:**

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU's Final Exam Preparation Period policy.

**Emergency Protocol:**

During an emergency, there are official university [procedures](#) that will maximize your safety.

**Severe Weather:** If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather 1. *LOOK* for severe weather refuge location maps located inside most OU buildings near the entrances 2. *SEEK* refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer. If outside, get into the nearest building. 3. *GO* to the building's severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows. 4. GET IN, GET DOWN, COVER UP. 5. *WAIT* for official notice to resume normal activities.

[Link to Severe Weather Refuge Areas](#) , [Severe Weather Preparedness - Video](#)

**Armed Subject/Campus Intruder:**

If you receive an OU Alert to shelter-in-place due to an active shooter or armed intruder situation or you hear what you perceive to be gunshots:

1. *GET OUT:* If you believe you can get out of the area WITHOUT encountering the armed individual, move quickly towards the nearest building exit, move away from the building, and call 911. 2. *HIDE*

*OUT*: If you cannot flee, move to an area that can be locked or barricaded, turn off lights, silence devices, spread out, and formulate a plan of attack if the shooter enters the room. 3. *TAKE OUT*: As a last resort fight to defend yourself.

For more information, visit <http://www.ou.edu/emergencypreparedness.html>

[Shots Fired on Campus Procedure - Video](#)

### **Fire Alarm/General Emergency:**

If you receive an OU Alert that there is danger inside or near the building, or the fire alarm inside the building activates: 1. *LEAVE* the building. Do not use the elevators. 2. *KNOW* at least two building exits 3. *ASSIST* those that may need help 4. *PROCEED* to the emergency assembly area 5 *ONCE safely outside, NOTIFY first responders of anyone that may still be inside building due to mobility issues.* 6. *WAIT* for official notice before attempting to re-enter the building.

[OU Fire Safety on Campus](#)

## **Addenda**

### **Electronics Use Policy**

Cell phones must be turned off completely and stored out of sight during class. Laptops and tablets may be used for note-taking and referencing course-related materials only. There is a substantial body of research indicating that the use of electronics in class hinders rather than helps with the retention of material presented in class. If you use a laptop or tablet in class and perform below your expectations on the mid-term exam, please consider trying a different style of note-taking. Laptops and tablets should be turned off and stored out of sight whenever there is a guest speaker or when a documentary or feature film is being shown in class. The use of recording devices during class is absolutely forbidden in order to allow for free and open discussion/debate of ideas. If you have a need for a recording device, please fill out the appropriate form through the disability resource center and consult with the instructor of the course. No one, without the written permission of the instructor, may make video or audio recordings of lectures or distribute course-related materials in any format to persons outside the class.

### **Academic Misconduct**

Cheating or plagiarism in any form damages the foundation of trust that is essential to the educational enterprise while depriving the one who cheats of the benefits of honest work. It is also injurious to the interests of those who do not cheat. For these reasons and others, cheating will absolutely not be tolerated. Anyone who cheats on exams, papers, or on any other work that may be assigned will be given a “0” on the relevant work (or, in more egregious cases, a grade of “F” for the course) and reported to the Academic Integrity Committee. A student suspected of academic misconduct will be reported to the appropriate university authorities for investigation. For any questions regarding what constitutes academic misconduct (including the specific definition of plagiarism), see <http://integrity.ou.edu/students.html>.

### **Course Webpage and Email Communication**

You will be able to access grades, readings, and other information on the course webpage, which will use the Canvas platform. I will post items here, such as readings, assignments, study guides, films, and podcasts. Email is an official mode of communication at OU. I will regularly make important announcements via email so be sure to check your OU email account on a daily basis.