



GLOBAL ISSUES SINCE THE FALL OF THE WALL

a dynamic, flexible, interdisciplinary curriculum designed to foster global awareness and citizenship

CHOICES Elements within each Unit

Unit I: New World [dis]Order of the 1990s: Nationalism, War, & Genocide

This unit begins with the ephemeral hope of “The New World Order” by examining the concept of human rights and the protection of these rights. Although the 1990s witness a miraculous transition in South Africa, the decade is primarily understood through the *disorder* fostered by the paradigm shift at the end of the Cold War. Unfortunately, there are too many conflicts that occur to investigate them all in one unit, so those that will be examined are those that most exemplify the themes of resurgent nationalism, violence, and genocide. Extreme nationalism led to a four-year war in the former Yugoslavia and the ethnic cleansing of Bosnian Muslims while the US, the UN, and NATO seemed unable or unwilling to intervene. Finally, the US led the way on the peace process and NATO was pressed into action in 1999 when Milosevic attempted a replay of Bosnia in Kosovo. Simultaneously, genocide in Rwanda claimed the lives of nearly a million Tutsis in about 100 days. Again, there was no international response. Atrocities elsewhere, such as the brutal civil war that employed child soldiers in Sierra Leone, raise questions about the nature of the global response to horrors occurring within the borders of independent countries. First person accounts such as Ishmael Beah’s *A Long Way Gone* and Peter Maass’s *Honor Thy Neighbor* speak not only to the themes of horror but also to those of survival.

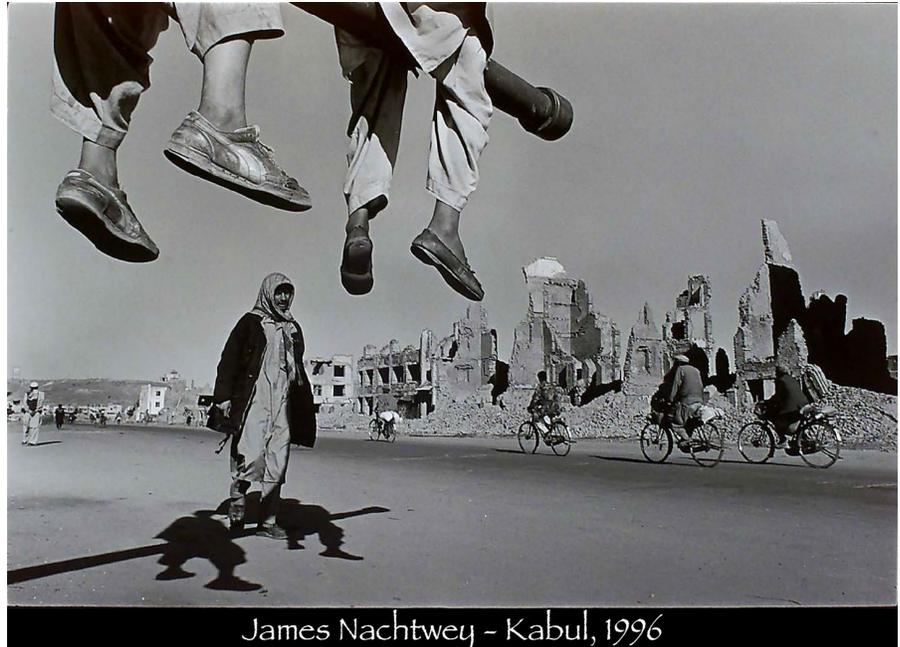
The central question of this unit is how and when is it appropriate to intervene in humanitarian crises such as these. In that spirit the unit ends with a modification of the CHOICES option discussions included in *Competing Visions of Human Rights: Questions for U.S. Policy*, *The U.S. Role in a Changing World*, & *The United Nations: Challenges and Change*.

Unit II: America After 9-11: The Single Story of Afghanistan, Pakistan, & Iraq

This unit examines the events that brought about U.S. intervention in the region and illustrates the connections among our strategies in Afghanistan, Iraq, and Pakistan.

CHOICES Units	“Teaching with the News”	Literature
<i>The United States in Afghanistan</i> <i>A Global Controversy: The U.S. Invasion of Iraq</i>	“Debating U.S. Drone Policy” “The Costs of War” “The Lessons of Iraq” “The Iraqi Refugee Crisis” “Oral History and September 11”	Khaled Hosseini, <i>The Kite Runner</i> or <i>A Thousand Splendid Suns</i> Moshin Hamid, <i>The Reluctant Fundamentalist</i>

Although our troops have left Iraq and will be leaving Afghanistan soon, the area is by no means stable. As with other units this one will include a Choices Options Role Play Discussion that looks to the challenges that will continue to dominate our interest in the region. Along with sources from contemporary journals and materials from the Choices Program, the unit draws on novels by Khaled Hosseini and Mohsin Hamid to deepen students' understanding.



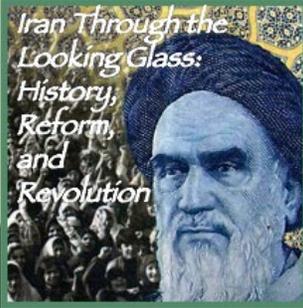
James Nachtwey - Kabul, 1996

Unit III: The Frustration & Hope of “The Arab Spring”

This unit establishes a context for some of the big questions that have plagued the region historically and then addresses the current issues and conflicts. There are many issues yet to be resolved and more which keep multiplying. Many of these, such as the form the new democratic governments in the region take, will have to be decided by the people themselves. Yet, the United States clearly has its own interests in the region, including an unshakable alliance with Israel and a seemingly unshakable hostility with Iran that only makes their growing nuclear abilities all the more frightening. In order to steer the best course though such troubled waters, it is necessary to understand the obstacles that could, at any moment impact our navigation.



Empire, Republic, Democracy: A History of Turkey



Iran Through the Looking Glass: History, Reform, and Revolution



The Middle East in Transition: Questions for U.S. Policy

“Egyptian Revolution: An Interactive Timeline”

“The United States & the Iranian Nuclear Program”

“U.S. Policy in the Middle East: Analyzing Political Cartoons”

Frustration & Hope of the “Arab Spring”

“Egypt’s Uprising”

“The Conflict in Syria”

“After Mubarak: A New Middle East?”

“Debating the U.S. Response to Syria”

“Graffiti in Egypt’s Revolution”

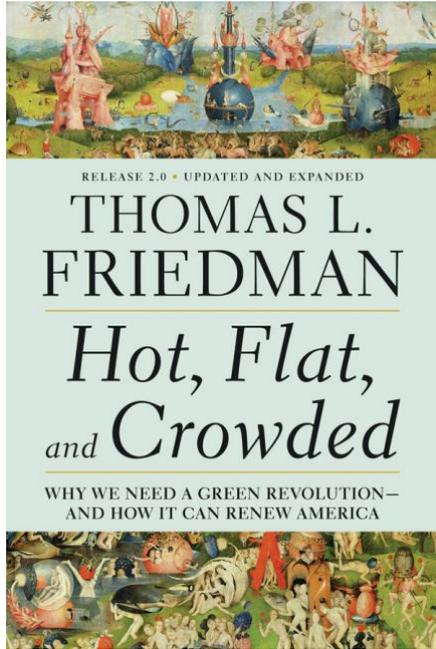
“Protests, Revolutions, & Democratic “Change”

“The Arab Spring: One Year On”

<http://choices.edu/resources/current.php>

Events are dynamic and there are no comprehensive strategies given the conflicting interests; the best that can be hoped for is an understanding of the complexity of the issues of the region so as to make the most informed opinions on foreign policy as possible. In that spirit the unit ends with a modification of the CHOICES option discussion included in *The Middle East in Transition: Questions for U.S. Policy*. The enlarged focus combines elements from the CHOICES Teaching with the News resources for the conflict in Syria, the Iranian Nuclear Program, and the Arab Spring.

Unit IV: Globalization - Geopolitical, Environmental, and Economic Issues

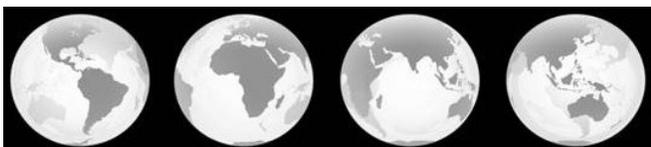


After a three week introduction to the variety of global challenges that face us, the rest of the unit will be devoted to student research on a particular area of interest. Through a four week Research Paper Workshop, students will research and write a traditional college-style research paper. The expertise gained through this research and writing will then be reshaped into a TED Talk in which students will share their expertise in a ten minute version of the model TED Talks they will have seen throughout the unit and the course.

Additionally, students will experience first hand the possibilities that exist for everyone to make a positive difference. Using funds gained through grants and donations, students will research KIVA loan applications [<http://www.kiva.org>]. They will advocate for different investments, deciding collectively which projects to fund.

CHOICES Units	“Teaching with the News”	Literature
<i>International Trade: Competition and Cooperation in a Globalized World</i> <i>Global Environmental Problems: Implications for U.S. Policy</i> <i>Dilemmas of Foreign Aid: Debating U.S. Policies</i> <i>China on the World Stage: Weighing the U.S. Response</i> <i>Freedom in Our Lifetime: South Africa's Struggle</i> <i>Responding to Terrorism: Challenges for Democracy</i>	“The Global Security Matrix” “Unrest in Ukraine” “Darfur: Violence and the Media”	Thomas Friedman, <i>Hot Flat, & Crowded</i>

If you are interested in finding out more about this course as an organizational plan in which to incorporate many of the outstanding resources developed by the CHOICES Program, please visit:



<http://www.teachingforglobalcitizenship.org>