

# OSUN Courses By Certificate Requirements

Please address this document to plan your studies to complete your certificate by the summer of 2025.

## Civic Engagement certificate

### Summer 2024 Online Courses

#### **Civic Engagement and Social Action**

*Brian Mateo, Bard College* - One way to think about civic engagement is to explore how it relates to making a difference mainly in the civic life of our communities and to develop the combination of knowledge, skills, values and motivation to make that difference. This course provides a forum for discussing a selection of topics on civic engagement through mainly contemporary literature. An important part of the course requires students to work together and create a project proposal for the needs of their local community. (100 level; 4 US credits)

#### **Clicks, Likes, Shares, Votes: Media and Democracy in the Social Media Age**

*Darina Sarelska, American University in Bulgaria* - The impact of social networks on traditional media and democracy has become a major concern, leading to extensive research and the emergence of a new field. This course aims to provide an overview of the most recent research on the intersection of media and democracy, from a social media perspective, covering topics such as disinformation, political participation, protests, hate speech, political advertising, and media regulation. (300 level; 3 US credits)

#### **Climate Change Science and Policy**

*Jennifer Cole, American University of Afghanistan* - Climate change impacts us all. The media bombards us daily with the effects, policy, and financial aspects of this phenomenon. Few students and lay persons however, understand completely the basic science of climate change. In this course, you will learn about the difference

between climate change, the greenhouse effect, and global warming; the basic science of how our atmosphere formed, how it has changed through time, and how humans are impacting both weather and climate. (200 level; 3 US credits)

### **Documenting African American and Youth Voter Suppression**

*Lisa Katzman, Bard College* - The course will engage students in an interdisciplinary examination of the history of the disenfranchisement and enfranchisement of African Americans and youth voting rights; the social movements, amendments to the constitution, and legislation that substantially overcame voting rights inequities, as well as current advocacy efforts to oppose and reverse restrictions imposed on voting rights through the courts and at the state level. (200 level, 3 US credits)

### **Global Activism Through Theater**

*Aimee Michel, Bard College at Simon's Rock* - In this course we will explore how the art form of theater has been used directly and consciously across the globe over the past century as an agent of social and political change. Students will study activists like Augusto Boal and Bread and Puppet Theater as well as theater activists in their countries and present to each other their work. The final project will be a theatrical presentation that addresses a current global issue. Daily contributions to our online discussion board are required. (200 level; 4 US credits)

### **Muslim Women Write: Social Equality and Cultural Representation**

*Elizabeth Lowry, American University of Afghanistan* - Focusing on Muslim women's writing, this course engages students with literature representing multiple genres and geographic regions. We consider Muslim women's experiences and how (often from the margins), they make their voices heard across the world. From exploring themes of identity and belonging, to confronting societal norms and challenging stereotypes, we will examine literature as a tool for empowerment and self-expression. (200/300 level; 3 US credits)

### **Politics of Development**

*Azamat Sakiev, American University of Afghanistan* - This course explores development challenges in the Global South by addressing topics like colonization's legacy, conflicts, political systems, religion's role, sustainability, gender dynamics, and more. With 80% of the world's population living in this region, the course aims to foster a deep understanding of the processes there through critical analysis, discussions, and writing skills, highlighting the complexity of development in the Global South. (300 level; 3 US credits)

### **Songs of Protest**

*Lina Kassem, American University of Afghanistan* - Explore the realm of protest songs, delving into their ability to voice dissent, catalyze change, and energize social and political movements. This course navigates diverse protest songs that have played a central role in shaping worldwide pursuits for justice, equality, and human rights. Immerse yourself in music from various cultures, analyzing its global impact. Additionally, we'll investigate music's role in resistance and its multifaceted functions within organized protest movements. (200 level; 3 US credits)

### **Women's Rights, Human Rights, and International Law**

*Fereshta Abbasi, American University of Afghanistan* - The course explores the intricate issues encompassing women's rights including social, political, economic, and legal dimensions. (200 level; 3 US credits)

## **Fall 2024 Online Courses**

### **Civic Engagement and Social Action**

*Jonathan Becker and Erin Cannan, Bard College* - One way to think about civic engagement is to explore how it relates to making a difference mainly in the civic life of our communities and to develop the combination of knowledge, skills, values and motivation to make that difference. This course provides a forum for discussing a selection of topics on civic engagement through mainly contemporary literature. An important part of the course requires students to work together and create a project proposal for the needs of their local community.

### **Combating Violence Against Women**

*Jannat Kovalchuk, American University of Central Asia* - The course focuses on the key concepts, the international and European legal framework, case law governing the prevention and protection of women and girls from violence, domestic violence issues and criminal laws dealing with family violence, the access to justice for victims of violence, criminal justice and the judicial response in violence against women cases. (100/200 level; 3 US credits)

### **Corruption, Development and Good Governance**

*Dinara Asanbaeva, American University of Central Asia* - This course offers a discourse into the problem of corruption. Corruption has long been seen as the main obstacle to development and growth. It is a political, economic, social, cultural problem that exists in practically all countries and communities. Within this course, we examine the relationship of corruption with good governance and development in Central Asia and beyond. (200/300/400 level; 3 US credits)

### **Democracy and Authoritarianism in Comparative Perspective**

*Christelle Genoud, American University of Central Asia* - The course intends to provide an advanced overview of the theoretical and empirical works focusing on the comparative analysis of modern political regimes. This notably involves tracing why and how democracy emerges and survives in some countries and not others and understanding authoritarian breakdowns. Emphasis will be placed on the critical evaluation of socio-economic and cultural theories of democracy, internal operation and performance of both democratic and authoritarian regimes. (400 level; 3 US credits)

### **European Union Law and Human Rights**

*Kanykei Kasybekova and Bhole Nath, American University of Central Asia* - The course will address two main themes. Firstly, students will be exposed to the functioning of the European Union and address the human rights issues as raised within the European Union. The second theme will cover the Council of Europe and European Human Rights Law, exploring the Convention for the Protection of Human

Rights and Fundamental Freedoms. The course introduces students to the legal system and institutions, the basic principles, and rules with a focus on human rights. (200 level; 3 US credits)

### **kNOwVAWdata: Know Violence Against Women Data**

*Jarkyn Shadymanova, American University of Central Asia* - The kNOwVAWdata Course, a partnership between AUCA, University of Melbourne, and UNFPA (Kazakhstan), addresses the global priority of combating violence against women (VAW). Recognizing the scarcity of high-quality data on VAW prevalence, the course offers a sustainable solution by building local capacities to collect, analyze, and communicate data. This course aims to build a global professional workforce that is data literate and skilled in undertaking reliable and ethical VAW research. (300/400 level; 3 US credits)

### **Public International Law and the UN System**

*Kamila Mateeva, American University of Central Asia* - This course introduces students to the basic concepts and problems of international public law and the connection of those to the fundamentals that the UN System established. International law commonly is defined as the rules, principles and norms, which govern the interaction among states, many of which originated from the establishment of the League of Nations so as the United Nations international organization. (200 level; 3 US credits)

### **Social Cohesion and Peace Building**

*Azizul Hoque, BRAC University* - This course teaches students core concepts of social differences, social cohesion, peace, and conflict resolution. It explores existing literature, equipping students with tools to identify and develop conflict resolution strategies. Students will examine barriers and facilitators to peace from historical, sociological, ethnographic, and institutional perspectives. Through reflective activities, civic engagement, and group work, students will analyse how social constructs impact communities. (200 level; 3 US credits)

### **The Black Experience**

*Lisa Bratton, Tuskegee University* - The course will be a historical and interdisciplinary examination of the 26th Amendment and use it as a prism through which to examine both the history of disenfranchisement and the fight for voting rights in the United States, and the role of college communities in that process. (100-Level; 3 US credits)

### **The Psychology of Authoritarianism**

*Amy Loewenhaar-Blauweiss, Bard College* - This course explores the psychological dimensions of authoritarianism: psychodynamic factors that predispose individuals to relinquish autonomy; susceptibility to authoritarian phenomena; the authoritarian personality; and the psychology of totalitarianism. Perspectives include political psychology; psychoanalysis; psychohistory; critical theory; political science; social psychology; and sociology, as well as the link between creativity and enhanced resistance to authoritarianism. (300 level; 4 US credits)

### **Women Playwrights Speak Out Loud**

*Aimee Michel, Bard College at Simon's Rock* - This course focuses on the marginalized voices of American women playwrights working from the end of the 20th century into the 21st. We will address the historical moment when the plays were written as well as the political, confrontational nature of the writing style and content. Students will partner and lead discussions of the plays. Playwrights include Ntozake Shange, Maria Irene Fornes, Adrienne Kennedy, Paula Vogel, Suzan-Lori Parks, Beth Henley, Marsha Norman and Lynn Nottage. (200 level; 3 US credits)

### **Women Write the World**

*Jennifer Browdy, Bard College at Simon's Rock* - This course introduces women writers from different cultural backgrounds, representing various facets of global struggles for social and environmental justice, working in a range of literary genres. Writer-activists such as Joy Harjo, Suzanne Simard, Valarie Kaur, Malalai Joya & Jane Goodall showcase ways of melding art and politics into effective rhetorical strategies.

Students discuss, analyze, research and try their hands at creative approaches to “writing to right the world.” (200 level; 3 US credits)

### **Writing Descriptive Nonfiction**

*Lucy Ferriss, Bard College* - In this class, we will be practicing the skills of reflection, deep description, and personal narrative, which are the fundamental building blocks of good creative writing. This hones our skills in observation and reflection by using the five senses and our insight to capture portraits in words of people we know--others and ourselves, and then to connect these observations with reflection and scenes to tell stories and convey our thoughts and realities. (100-Level; 1.5 US credits)

## **Fall 2024 Network Collaborative Courses**

### **Global Citizenship**

*Michelle Murray, Bard College* - What does it mean to be a global citizen? This question has gained increasing salience as the world has become more globalized. With globalization new problems surface that cut across national borders and fall outside the jurisdiction of individual nation-states. In response new forms of political organization have emerged to address these problems, which challenge the state as the primary locus of political authority and ultimate source of individual rights. In particular, these individuals and groups have appealed to a kind of global citizenship from below to call for action on and demand redress for the harms created by globalization. This interdisciplinary course critically examines the conceptual and theoretical foundations of the concept of global citizenship and investigates how the idea might work in practice. We begin by considering the conceptual, philosophical and historical debates about citizenship. What does it mean to be a citizen of a particular state? What obligations and responsibilities accompany citizenship? How have understandings of citizenship changed and expanded over time? What is global citizenship and how does it differ from national citizenship? Next we evaluate these ideas about citizenship in the context of globalization and the new problems created by an increasingly interdependent world. Topics covered may include: migration and refugees; the environment and resources; (in)security and borders;

health and infectious disease; and development and inequality. We conclude by assessing the role (if any) global citizenship can play in global governance and consider how the international system might be transformed to better address the challenges of globalization.

*Participating campuses:* American University of Central Asia; Bard College; Bard College Berlin; BRAC University; Central European University; European Humanities University.

### **Human Rights Advocacy**

*Thomas Keenan, Bard College* - This seminar serves as an introduction to human rights and humanitarian advocacy, with a practical component. Half of the course focuses on the history and theory of human rights and humanitarian advocacy: what are the bases, overlaps and differences of human rights and humanitarianism? What is it to make claims for human rights, or to denounce suffering or rights violation, especially on behalf of others? How and when and why have individuals and groups spoken out, mounted campaigns, published reports and exposés? How do they address, challenge, and sometimes work with governments and international organizations like the United Nations, particularly through transnational advocacy networks? What allows some campaigns to succeed while others fail? As we look at humanitarian and human rights advocacy from the campaign to abolish the slave trade to the advent of digital activism, this half of the course serves as an introduction to human rights work as a mode of legal, political and cultural practice. The other half of the course involves hands-on work with the human rights organization Scholars at Risk (SAR) to support detained and disappeared Uyghur scholars in China. We will research events and individuals, communicate with families and lawyers and other advocates, write country and case profiles, propose strategies and tactics for pressuring governments and other powerful actors, and develop appeals to public opinion -- all while recognizing the ethical and political risks this work may involve.

*Participating campuses:* American University of Central Asia, Bard College, European Humanities University, National Sun Yat-sen University.



## **The Struggle for Voting Rights at Colleges**

*Jonathan Becker, Bard College* - The course will be a historical and interdisciplinary examination of the 26th Amendment and use it as a prism through which to examine both the history of disenfranchisement and the fight for voting rights in the United States, and the role of college communities in that process.

*Participating campuses:* Bard College; Tuskegee University; North Carolina A&T.

## **Visual Storytelling for Civic Engagement**

*Adam Stepan, Picker Center for Executive Education, Columbia University* - This class introduces students to the uses of video for civic engagement and development projects, and trains students in the basics of smartphone-based documentary film techniques. The class is built around a series of case studies in which students explore theoretical readings on the use of media in social movements, as well as the practical aspects of documentary film technique, and culminates in a team documentary project. Guest speakers will explore documentary and media production issues, as well as their experiences in using video and other media in advocacy and reporting projects. This is a group- and project-based class, in which students will work in teams of 3-5 student on semester-long video projects, including at least 4 days of location based filming (to be done over the course of the semester). Classwork is in three parts: pre-recorded videos and tutorials, live class meetings on Zoom, and a series of small group trainings and follow-ups to support teams in their class projects. Students will learn the basics of visual storytelling, field production, interviewing techniques, and basic video editing. All participating campuses will have smartphone stabilizers, tripods, lights and audio kits available for student use. All required gear and software will be provided.

*Participating campuses:* Al-Quds University/Al-Quds Bard; American University of Central Asia; BRAC University; European Humanities University; Rift Valley Institute; Universidad de los Andes; Bard College.

## **Spring 2025 Network Collaborative Courses**

### **Ethical Leadership**

*Brian Mateo, Bard College* - This Network Collaborative Course explores approaches to ethical leadership not just in the abstract, but as a discipline that is focused on action. As an approach to thinking through ethical leadership, the course is structured around the concerns explored in Dr. Mary Gentile's Giving Voice to Values framework. Students will read case studies, develop their own, and share with peers from across the globe, from New York to Bangladesh, Myanmar, Ghana and Colombia.

*Participating campuses:* American University of Central Asia; Bard College; BRAC University; Parami University; Universidad de los Andes

### **Freedom of Expression**

*Kseniya Shtalenkova, European Humanities University* - This course provides an introduction to debates about freedom of expression. What does this definition mean? Is there a right to say anything? The course investigates who has had this right, where and why, and what it has had to do in particular with politics and culture. What powers does speech have, and for what? Debates about censorship, dissidence and protest, hate speech, the First Amendment and Article 19 of the Universal Declaration of Human Rights are obvious starting points, but the course also explores some less obvious questions: about faith and the secular, the rights of minorities, migration, surveillance, speaking and political agency, law and politics, social media, cancel culture, and the force(s) of words. In asking about the status of the speaking human subject, the course looks at the ways in which the subject of rights, and indeed the thought of human rights itself, derives from an experience of claiming, speaking, and speaking up. These questions are examined, if not answered, across a variety of philosophical, legal, journalistic, and political texts, with a heavy dose of case studies (many of them happening right now) and readings in contemporary critical and legal theory. Taught in parallel with OSUN partner institutions where many assignments and activities are shared, and students work jointly with peers at other schools.

*Participating campuses:* Al-Quds University/Al-Quds Bard; American University of Central Asia; Bard College; European Humanities University

## **Sustainable Development and Social Enterprise**

*Eban Goodstein, Bard College* - The UN's Sustainable Development Goals highlight 17 key areas for global progress, ranging from food security to women's empowerment to climate change action. One way to achieve these goals is through social enterprise: creating for-profit and non-profit organizations whose mission is to advance one or more of the SDGs. This collaborative, cross-institution course explores the global drivers of change that led to the UNSDG's, with a particular focus on Social Enterprise solutions. Bard students will work with and learn from classes in Colombia, Kyrgyzstan, Palestine and other countries through a mixture of synchronous on-line, weekly global class, combined with in-person, project-based learning. The synchronous portion of the course provides a critical introduction to the SDGs, and the forces behind global change, ranging from climate to technology to income inequality. The experiential component on the course involves the students conducting shared research projects on local enterprise solutions to the SDG's. Student teams will choose a sector of interest-- energy, food, affordable housing, immigration, toxic exposure—and map the regional ecosystem off or-profit and non-profit enterprises seeking to address these challenges. The projects will include deep dives into the strategies pursued by select enterprises within their sector, and the course will culminate in a report designed for the enterprise stakeholders within the system.

*Participating campuses:* American University of Central Asia; American University of Bulgaria; Bard College; BRAC University.

## **Food Studies certificate**

### **Summer 2024 Online Course**

#### **Climate Change Science and Policy**

*Jennifer Cole, American University of Afghanistan*- Climate change impacts us all. The media bombards us daily with the effects, policy, and financial aspects of this phenomenon. Few students and laypersons, however, understand completely the basic science of climate change. In this course, you will learn about the difference between climate change, the greenhouse effect, and global warming; the basic

science of how our atmosphere formed, how it has changed through time, and how humans are impacting both weather and climate. (200-Level; 4 US credits)

### **Energy in the 21st Century**

*Jennifer Cole, American University of Afghanistan* - Fossil fuels provide most global of energy needs, and they are finite and polluting. Non-polluting renewable energy sources are sustainable replacements. This course covers the benefits and drawbacks of fossil fuels, as well as the hurdles to implementing: hydro-, wave-power, biomass, solar, geothermal, wind, hydrogen and nuclear. Science, technology, policy, and societal concerns will be integrated, as well as “smart” use of energy, storage, transportation, and housing. (200-Level; 4 US credits)

### **Extractive Industries Law, Environmental Protection, and Sustainability**

*Begaiym Esenkulova, American University of Central Asia* - This course will be focused on the comparative study of the legal framework of extractive industries, environmental protection, and sustainability. Course activities will help students apply the substantive knowledge gained in practice and improve their proficiency in verbal and written communication as well as analytical and problem-solving skills. (200-Level; 3 US credits)

## **Fall 2024 Online Courses**

### **Agricultural Supply Chain Sustainability**

*Jennifer Cole, American University of Afghanistan* - This course is intended for students interested in the supply-chain side of sustainable food. Of all the activities humans engage in on Earth, agriculture has the single biggest environmental impact. This course looks in detail at the supply chain of food production and the impact assessment of global food production. (200 level; 3 US credits)

### **Regenerative Practices: Ecovillage Design and Permaculture**

*Olga Tarabashkina, American University of Central Asia* - The Regenerative Practices: Ecovillage Design and Permaculture was born out of the experiences of long existing communities and cutting edge educators and transformative and

participatory learning in order to share how to create a new way of living with low environmental impact and high quality of life, bringing together the four areas of regeneration: social, ecological, economic, and culture/worldview. (200/300 level; 3 US credits)

### **Sustainable Local Food in Global Context**

*Maryann Tebben, Bard College at Simon's Rock* - A core course in the proposed certificate program in Food Studies offered by OSUN in collaboration with the Center for Food Studies at Bard College at Simon's Rock, this course offers an introduction to the theory and practice of sustainable eating in a local food system. The course will consist of classroom discussion of current topics related to sustainable agriculture and food consumption and an experiential component featuring demonstrations and hands-on workshops with farmers and practitioners in students' local communities. We will examine sustainable food and “farm to table” eating from multiple perspectives: consumers, farmers/producers, and policymakers. (200-Level; 1.5 US credits)

## **Fall 2024 Network Collaborative Courses**

### **Sustainable Local Food in Global Context**

*Maryann Tebben, Bard College at Simon's Rock* - A core course in the proposed certificate program in Food Studies offered by OSUN in collaboration with the Center for Food Studies at Bard College at Simon's Rock, this course offers an introduction to the theory and practice of sustainable eating in a local food system. The course will consist of classroom discussion of current topics related to sustainable agriculture and food consumption and an experiential component featuring demonstrations and hands-on workshops with farmers and practitioners in students' local communities. We will examine sustainable food and “farm to table” eating from multiple perspectives: consumers, farmers/producers, and policymakers.

*Participating campuses:* Bard Early Colleges; Bard College at Simon's Rock; Central European University; National Sun Yat-sen University.

# Global Education certificate

## Summer 2024 Online Courses

### **Politics of Development**

*Azamat Sakiev, American University of Afghanistan* - This course explores development challenges in the Global South by addressing topics like colonization's legacy, conflicts, political systems, religion's role, sustainability, gender dynamics, and more. With 80% of the world's population living in this region, the course aims to foster a deep understanding of the processes there through critical analysis, discussions, and writing skills, highlighting the complexity of development in the Global South. (300 level; 3 US credits)

## Fall 2024 Online Courses

### **Policy and Practice in Global Education: Critical Perspectives**

*Tamo Chattopadhyay, American University of Central Asia* - This course has been designed to introduce students to some of the key themes and critical issues in international educational development. It is widely understood that the forces of globalization are profoundly changing the experiences and opportunity structures of young people in an increasingly interdependent world. Yet, while there is a growing recognition that the knowledge-based global economy requires a new paradigm for education in the 21st century, a significant number of children and adolescents in the world remain vulnerable, disengaged, and disenfranchised from education. Against this backdrop, the course will examine the social, political, economic, and cultural forces that keep children excluded from schools and learning in different parts of the world. The syllabus embodies an intersectional framework – where thematic domain-specific issues will be explored in conjunction with socio-cultural and historical contexts. Through the readings, assignments and discussions in the course, students would be able to: analyze critical policy choices for educational equity and develop a systems perspective and examine issues shaping education in their interconnectedness - both globally and locally. Learning about the global to interrogate and act innovatively at the local is an overarching objective of this course.

The collaborative, cross-continental GLOBALED learning experience will not only encourage asking “why” but will normalize asking “why not”.

*Participating campuses:* BRAC University; University of the Witwatersrand.

## **Spring 2025 Network Collaborative Course**

### **GLOBALED Colloquium: Education and Development in a Global Era**

*Tamo Chattopadhyay, American University of Central Asia* - This colloquium style course will feature talks by invited speakers - practitioners and advocates of educational development from around the globe, scholars from across the OSUN network – and challenge students to reimagine the possible. The COLLOQUIUM builds on the conceptual foundations of the GLOBALED CORE Course and encourages participants to consider what can be done to disrupt the status quo that leaves behind millions of children worldwide in a vicious cycle of poverty and under-education

*Participating campuses:* American University of Central Asia; BRAC University; University of the Witwatersrand

## **Human Rights certificate**

### **Summer 2024 Online Course**

#### **Algorithmic Fairness**

*Inessa Stolper, European Humanities University* - This course provides a comprehensive exploration of algorithmic fairness and its intersection with human rights, presenting a critical lens through which to analyze and address the complex ethical and societal implications of AI technologies. By examining bias and discrimination in AI algorithms, the course directly engages with issues of social and systemic inequalities. It helps students understand how technology can inadvertently foster or aggravate existing disparities, particularly those related to race, gender, and other protected characteristics. The presentation of global perspective projects encourages students to consider the broader international context. (100-Level; 3 US credits)

### **Art, Decolonization, and Human Rights in the Era of Artificial Intelligence**

This course is a general introduction to art as a creative practice addressing social and human rights issues in the rapidly evolving digital world, and it aims to familiarize students with the current approach of decolonization in art history, whose disciplinary origins are themselves inextricable from colonialism and imperialism. In the contemporary digital era art remains a material participatory practice, materializing out of a previous division of space, time, and labor. (100-level; 4 US credits)

### **Bewilderment of the Naive**

*Zahid Rafiq, Bard College* - What does it mean to be naive? Who is naive? What does the world do with naive people? Why and how does it tend to turn the naive into 'worldly'? What do we lose when we become worldly? What do we lose if we remain naive? In this course we shall look at the world through the eyes of naive people. From a young man turning away from a riotous city to a child's uninitiated view of racism to a man lost in the labyrinth of law, we shall try to see what lies within this naiveté. (200/300 level; 4 US credits)

### **Economics of Poverty, Inequality and Discrimination**

*Ceyhun Elgin, American University of Bulgaria* - The course consists of four parts: In the first part, we will discuss the definitions of poverty and inequality and how the official definitions affect our understanding of their trends. In the second part we will spend time discussing policies intended to reduce both. The third part goes over macroeconomic studies through the lenses of development economics. Finally, the last part intends to familiarize students with recent developments in the study of the economics of distribution.

### **Extractive Industries Law, Environmental Protection, and Sustainability**

*Begaiym Esenkulova, American University of Central Asia* - This course will be focused on the comparative study of the legal framework of extractive industries, environmental protection, and sustainability. Course activities will help students apply the substantive knowledge gained in practice and improve their proficiency in



verbal and written communication as well as analytical and problem-solving skills.  
(200-Level; 3 US credits)

### **Gender, Sexuality, and Visual Resistance**

*Molly Stinchfield, Bard College* - This course analyzes international artist responses to increasing homophobia, sexism, and racism, specifically considering the gap between artists' intention and the impact of their work on marginalized communities. We will interrogate how visual culture can both reinforce and combat stereotypes against disenfranchised people, consequently affecting laws and policies. What roles and responsibilities do artists, critics, and museums have in human rights issues? Can social media be used for emancipation when algorithms favor dominant groups? Does representing violence reinforce violence? Do documentary media makers unintentionally harm communities? How can artists be agents of change while struggling for the right to survive? We will explore visual and performance art (including film, television, and new media) since World War I and the successes and failures of visual messaging in relation to the ever-evolving Overton window, the spectrum of acceptable policies. From the "Degenerate Art" of Weimar Germany to the HIV/AIDS activist collectives of the 1980s to the contemporary women-led resistance against the "morality police" in Iran, we will examine the power struggles between artists and society. Theorists include Barthes, Coleman, Debord, Hill Collins, Linfield, Solomon-Godeau, Sontag, and Stychin.  
(100-Level; 4 US credits)

### **Global Freedom of Expression**

*Jacqueline Allain and Jonathan Friedman, Bard College*

This course will provide students a foundational understanding of free speech and the freedom of expression in the global, digital era. It will introduce students to a broad range of topics, including: human rights conventions and laws, the modern history of free expression, and contemporary issues related to the Internet, protest, political dissent, hate, and freedom of the press. The course will examine intersectional case studies, where contemporary national contexts are used to highlight global thematic trends. One thread of the course will draw on the work of

PEN America and the human stories of writers, artists, and journalists who dare to use free expression to confront autocratic regimes. Another thread will aim to contextualize current tensions surrounding free expression and social justice activism in the United States and other Western countries. (100-level; 3 U.S. / 6 ECTS)

### **Race, Health and Inequality: A Global Perspective**

*Dumaine Williams, Bard College* - This course will explore the causes and consequences of racial and ethnic health inequities and examine the history of how different countries have responded to these inequities. This course will also explore how various populations around the world respond and adapt to new outbreaks of disease and illness, factors that limit the effectiveness of these responses, and examine how community-based activism and large-scale social movements could move countries closer to achieving health equity. (100 level; 4 US credits)

### **Songs of Protest**

*Lina Kassem, American University of Afghanistan* - Explore the realm of protest songs, delving into their ability to voice dissent, catalyze change, and energize social and political movements. This course navigates diverse protest songs that have played a central role in shaping worldwide pursuits for justice, equality, and human rights. Immerse yourself in music from various cultures, analyzing its global impact. Additionally, we'll investigate music's role in resistance and its multifaceted functions within organized protest movements. (200 level; 3 US credits)

### **Visual Significance of Money**

*Ksenyia Shtalenkova, European Humanities University* - This course outlines the academic perspective of the visual conceptualization of money. It covers the topics on the visibility of money in the framework of symbolic exchange, as well as on the ideological implications of visual representations in currency design, money as cultural heritage, visual aspects of electronic money, and money functions beyond economics. As a result, the students will learn about the specifics of social relations hidden behind money that can be traced visually.

### **Visual Language of Hate and Dominance**

*Konstatin Gaitanzi, European Humanities University* - The course is focused on history and practices of military propaganda in European poster design. The aim of the course is to impart to students the knowledge and competencies related to the history and practice of the propaganda poster, linking it to the European experience of authoritarianism and totalitarianism in the 20th century. taught by Konstatin Gaitanzi, EHU summer

### **Women's Rights, Human Rights, and International Law**

*Fereshta Abbasi, American University of Afghanistan* - The course explores the intricate issues encompassing women's rights including social, political, economic, and legal dimensions. (200 level; 3 US credits)

## **Fall 2024 Online Courses**

### **Big Brother Redux: Democracy, Privacy and Surveillance in the Era of AI**

*Chrys Margaritidis, Bard College* - In this course, we take a close look at two crucial concepts of modern life, privacy and surveillance, and their practices as they relate to democracy. We look at the history of these concepts and identify the changes that AI has brought about. We provide a holistic view of these changes, using texts in philosophy, ethics and law and examining real-world practices. We also look at important works of literature addressing these issues and how they are negotiated in films. (100/200 level; 4 US credits)

### **Combating Violence Against Women**

*Jannat Kovalchuk, American University of Central Asia* - The course focuses on the key concepts, the international and European legal framework, case law governing the prevention and protection of women and girls from violence, domestic violence issues and criminal laws dealing with family violence, the access to justice for victims of violence, criminal justice and the judicial response in violence against women cases. (100/200 level; 3 US credits)

### **Contemporary Witnessing through Fiction and the Visual Arts (taught in Spanish)**

*Patricia Lopez-Gay, Bard College* - This interdisciplinary seminar explores contemporary "witnessing" and its impact on socio-cultural crises (ecological, migration, gender violence, COVID-19). Focusing on Spanish literature and visual arts, it questions how fiction and art serve to construct our collective memory and reshape our imagination of the future. The course examines blurred lines between journalism, literature, and art, probing the ethics and functions of testimony in hybrid cultural expressions. Conducted in Spanish. (300 level; 4 US credits)

### **European Union Law and Human Rights**

*Kanykei Kasybekova and Bhole Nath, American University of Central Asia* - The course will address two main themes. Firstly, students will be exposed to the functioning of the European Union and address the human rights issues as raised within the European Union. The second theme will cover the Council of Europe and European Human Rights Law, exploring the Convention for the Protection of Human Rights and Fundamental Freedoms. The course introduces students to the legal system and institutions, the basic principles, and rules with a focus on human rights. (200 level; 3 US credits)

### **Gender and Environmental Justice**

*Carmel Christy Kattithara Joseph, University of Connecticut Human Rights Institute* - As debates about climate crisis and environment are omnipresent today, this course discusses the importance of understanding environment as deeply connected to social justice and human rights. It introduces foundational debates on analyzing environment as intrinsic to our existence, as well as mediated by social structures. Therefore, discussion of environment requires us to unpack it as a given, but as accessed through relations of power such as gender, race, indigeneity and colonization. (100/200 level; 3 US credits)\

### **Human Rights Advocacy**

*Liudmila Ulyashyna, European Humanities University* - This seminar serves as an introduction to human rights and humanitarian advocacy, with a practical component. Half of the course focuses on the history and theory of human rights and humanitarian advocacy: what are the bases, overlaps and differences of human rights and humanitarianism? What is it to make claims for human rights, or to denounce suffering or rights violation, especially on behalf of others? How and when and why have individuals and groups spoken out, mounted campaigns, published reports and exposés? How do they address, challenge, and sometimes work with governments and international organizations like the United Nations, particularly through transnational advocacy networks? What allows some campaigns to succeed while others fail? As we look at humanitarian and human rights advocacy from the campaign to abolish the slave trade to the advent of digital activism, this half of the course serves as an introduction to human rights work as a mode of legal, political and cultural practice. The other half of the course involves hands-on work with the human rights organization Scholars at Risk (SAR) to support detained and disappeared Uyghur scholars in China. We will research events and individuals, communicate with families and lawyers and other advocates, write country and case profiles, propose strategies and tactics for pressuring governments and other powerful actors, and develop appeals to public opinion -- all while recognizing the ethical and political risks this work may involve. (200-Level; 3 US credits)

### **Human Rights and Health**

*Venera Urbaeva, American University of Central Asia* - Right to health, defined as the enjoyment of the highest attainable standard of health, is a fundamental human right. This course will explore public health issues from a rights-based perspective. Students will delve into the core components of the right to health through analyzing key legal documents, exploring the role of international actors, governments, and public health authorities with a focus on health equity and the social determinants of health. (300/400 level; 3 US credits)

### **Intersectional Feminisms and/in Contemporary Literature**

*Kathy-Ann Tan, Bard College Berlin* - This course will center the writings of Black and brown feminists. We will discuss the works of the Combahee River Collective, Audre Lorde, bell hooks and Gloria Anzaldúa whose writings from the 1980s and 90s continue to be highly influential today in the work of intersectional and transformative justice. We will then turn to contemporary works of poetry, essayistic writing and fiction that develop, queer and expand on the practice of intersectional feminism(s) in the literary realm. (300 level; 4 US credits)

### **Introduction to Law & Society**

*Haroun Rahimi, American University of Afghanistan* - Imagine law not just as a collection of static rules, but as a living, breathing institution. This course invites you to see how the values, conflicts, and institutions of society shape and are shaped by law in turn. We dissect the very concept of law, tracing its origins and evolution within the broader social landscape. We'll venture beyond the confines of formal legal systems to understand law's deeper roots in society. (200 level; 3 US credits)

### **Investment Law and Sustainable Development**

*Begaiym Esenkulova, American University of Central Asia* - This course is focused on legal aspects of foreign direct investment and sustainable development. Classes are aimed at providing students with the knowledge and critical understanding of main investment law as well as sustainable development concepts and issues. Students will study how investment law can protect investment and how it can be used to advance host states' sustainable economic, social, and environmental development. The course is student-centered and interactive. (200 level; 3 US credits)

### **kNOwVAWdata: Know Violence Against Women Data**

*Jarkyn Shadymanova, American University of Central Asia* - The kNOwVAWdata Course, a partnership between AUCA, University of Melbourne, and UNFPA (Kazakhstan), addresses the global priority of combating violence against women (VAW). Recognizing the scarcity of high-quality data on VAW prevalence, the course offers a sustainable solution by building local capacities to collect, analyze, and communicate data. This course aims to build a global professional workforce that is

data literate and skilled in undertaking reliable and ethical VAW research. (300/400 level; 3 US credits)

### **Laughter in the Dark**

*Zahid Rafiq, Bard College* - In this course we will read books that rise out of violent contexts and engage deeply with violence, and yet it is humor they resort to. Why do violent places, dictatorships, wars, prisons abound with their own humor, that often appears to make fun of the oppressed themselves? Does humor express something other than what the tragic might be able to say, does humor in the worst of times help keep up human? We will ask these and many other questions in this course. (200/300 level; 4 US credits)

### **Literature and Social Justice**

*Charlotte Fiehn, American University of Afghanistan* - What do “humanitarianism” and “human rights” have to do with the humanities? How can literature contribute to a consideration of these pressing questions? In a globalizing culture, our interest will be international, looking at ways in which personal stories contribute to political histories. In focusing on topics of “social justice,” we will consider such questions as environmental justice, racial justice, women’s rights, children, immigration, and refugees. (200/300 level; 3 US credits)

### **Public International Law and the UN System**

*Kamila Mateeva, American University of Central Asia* - This course introduces students to the basic concepts and problems of international public law and the connection of those to the fundamentals that the UN System established. International law commonly is defined as the rules, principles and norms, which govern the interaction among states, many of which originated from the establishment of the League of Nations so as the United Nations international organization. (200 level; 3 US credits)

### **Social Cohesion and Peace Building**

*Azizul Hoque, BRAC University* - This course teaches students core concepts of social differences, social cohesion, peace, and conflict resolution. It explores existing literature, equipping students with tools to identify and develop conflict resolution strategies. Students will examine barriers and facilitators to peace from historical, sociological, ethnographic, and institutional perspectives. Through reflective activities, civic engagement, and group work, students will analyse how social constructs impact communities. (200 level; 3 US credits)

### **The Black Experience**

*Lisa Bratton, Tuskegee University* - The course will be a historical and interdisciplinary examination of the 26th Amendment and use it as a prism through which to examine both the history of disenfranchisement and the fight for voting rights in the United States, and the role of college communities in that process. (100-level; 3 US credits)

### **The Psychology of Authoritarianism**

*Amy Loewenhaar-Blauweiss, Bard College* - This course explores the psychological dimensions of authoritarianism: psychodynamic factors that predispose individuals to relinquish autonomy; susceptibility to authoritarian phenomena; the authoritarian personality; and the psychology of totalitarianism. Perspectives include political psychology; psychoanalysis; psychohistory; critical theory; political science; social psychology; and sociology, as well as the link between creativity and enhanced resistance to authoritarianism. (300 level; 4 US credits)

### **Universal Human Rights: Ideas and Challenges**

*Chiahao Hsu, National Sun Yat-sen University* - Human rights are a complex and debated concept, with questions surrounding their natural and universal nature or social and contextual construction. Despite this, there is broad agreement on the most recognized human rights, including civil and political, economic and social, and cultural rights. Studying human rights history and practice can deepen understanding of their importance and develop critical thinking and analytical skills for applying them to real-world issues. (100/200 level; 3 US credits)



### **Women Playwrights Speak Out Loud**

*Aimee Michel, Bard College at Simon's Rock* - This course focuses on the marginalized voices of American women playwrights working from the end of the 20th century into the 21st. We will address the historical moment when the plays were written as well as the political, confrontational nature of the writing style and content. Students will partner and lead discussions of the plays. Playwrights include Ntozake Shange, Maria Irene Fornes, Adrienne Kennedy, Paula Vogel, Suzan-Lori Parks, Beth Henley, Marsha Norman and Lynn Nottage. (200 level; 3 US credits)

### **Women Write the World**

*Jennifer Browdy, Bard College at Simon's Rock* - This course introduces women writers from different cultural backgrounds, representing various facets of global struggles for social and environmental justice, working in a range of literary genres. Writer-activists such as Joy Harjo, Suzanne Simard, Valarie Kaur, Malalai Joya & Jane Goodall showcase ways of melding art and politics into effective rhetorical strategies. Students discuss, analyze, research and try their hands at creative approaches to "writing to right the world." (200 level; 3 US credits)

### **Writing Descriptive Nonfiction**

*Lucy Ferriss, Bard College* - In this class, we will be practicing the skills of reflection, deep description, and personal narrative, which are the fundamental building blocks of good creative writing. This hones our skills in observation and reflection by using the five senses and our insight to capture portraits in words of people we know--others and ourselves, and then to connect these observations with reflection and scenes to tell stories and convey our thoughts and realities. (100-Level; 1.5 US credits)

## **Fall 2024 Network Collaborative Courses**

### **Global Citizenship**

*Michelle Murray, Bard College* - What does it mean to be a global citizen? This question has gained increasing salience as the world has become more globalized.

With globalization new problems surface that cut across national borders and fall outside the jurisdiction of individual nation-states. In response new forms of political organization have emerged to address these problems, which challenge the state as the primary locus of political authority and ultimate source of individual rights. In particular, these individuals and groups have appealed to a kind of global citizenship from below to call for action on and demand redress for the harms created by globalization. This interdisciplinary course critically examines the conceptual and theoretical foundations of the concept of global citizenship and investigates how the idea might work in practice. We begin by considering the conceptual, philosophical and historical debates about citizenship. What does it mean to be a citizen of a particular state? What obligations and responsibilities accompany citizenship? How have understandings of citizenship changed and expanded over time? What is global citizenship and how does it differ from national citizenship? Next we evaluate these ideas about citizenship in the context of globalization and the new problems created by an increasingly interdependent world. Topics covered may include: migration and refugees; the environment and resources; (in)security and borders; health and infectious disease; and development and inequality. We conclude by assessing the role (if any) global citizenship can play in global governance and consider how the international system might be transformed to better address the challenges of globalization.

*Participating campuses:* American University of Central Asia; Bard College; Bard College Berlin; BRAC University; European Humanities University.

### **Human Rights Advocacy**

*Thomas Keenan, Bard College* - This seminar serves as an introduction to human rights and humanitarian advocacy, with a practical component. Half of the course focuses on the history and theory of human rights and humanitarian advocacy: what are the bases, overlaps and differences of human rights and humanitarianism? What is it to make claims for human rights, or to denounce suffering or rights violation, especially on behalf of others? How and when and why have individuals and groups spoken out, mounted campaigns, published reports and exposés? How do they address, challenge, and sometimes work with governments and international

organizations like the United Nations, particularly through transnational advocacy networks? What allows some campaigns to succeed while others fail? As we look at humanitarian and human rights advocacy from the campaign to abolish the slave trade to the advent of digital activism, this half of the course serves as an introduction to human rights work as a mode of legal, political and cultural practice. The other half of the course involves hands-on work with the human rights organization Scholars at Risk (SAR) to support detained and disappeared Uyghur scholars in China. We will research events and individuals, communicate with families and lawyers and other advocates, write country and case profiles, propose strategies and tactics for pressuring governments and other powerful actors, and develop appeals to public opinion -- all while recognizing the ethical and political risks this work may involve.

*Participating campuses:* American University of Central Asia, Bard College, National Sun Yat-sen University

### **The Struggle for Voting Rights at Colleges**

*Jonathan Becker, Bard College* - The course will be a historical and interdisciplinary examination of the 26th Amendment and use it as a prism through which to examine both the history of disenfranchisement and the fight for voting rights in the United States, and the role of college communities in that process.

*Participating campuses:* Bard College; Tuskegee University; North Carolina A&T.

### **Visual Storytelling for Civic Engagement**

*Adam Stepan, Picker Center for Executive Education, Columbia University* - This class introduces students to the uses of video for civic engagement and development projects, and trains students in the basics of smartphone-based documentary film techniques. The class is built around a series of case studies in which students explore theoretical readings on the use of media in social movements, as well as the practical aspects of documentary film technique, and culminates in a team documentary project. Guest speakers will explore documentary and media production issues, as well as their experiences in using video and other media in advocacy and reporting projects. This is a group- and project-based class, in

which students will work in teams of 3-5 student on semester-long video projects, including at least 4 days of location based filming (to be done over the course of the semester). Classwork is in three parts: pre-recorded videos and tutorials, live class meetings on Zoom, and a series of small group trainings and follow-ups to support teams in their class projects. Students will learn the basics of visual storytelling, field production, interviewing techniques, and basic video editing. All participating campuses will have smartphone stabilizers, tripods, lights and audio kits available for student use. All required gear and software will be provided.

*Participating campuses:* Al-Quds University/Al-Quds Bard; American University of Central Asia; Bard College; BRAC University; European Humanities University; Rift Valley Institute; Universidad de los Andes.

## **Spring 2025 Network Collaborative Courses**

### **A Lexicon of Migration**

*Jeff Jurgens, Bard College* - This course examines the history of migration from local, national, and global perspectives, with particular emphasis on the economic and political developments that have produced specific forms of mobility in the Americas, Europe, and the Middle East. It aims to provide students with the tools to engage critically with many of the concepts and buzzwords—among them “asylum,” “border,” “belonging,” “citizenship,” and “illegality”—that define contemporary public debates.

*Participating campuses:* Al-Quds University/Al-Quds Bard; Bard College; Bard College Berlin

### **Children's Rights**

*Kerry Bystrom, Bard College Berlin* - This course explores children as the subjects of government action and agents in their own right. Children are both specifically vulnerable and highly symbolic figures, requiring extra protection and lending themselves to specific kinds of policy and advocacy. We will explore the meanings of children’s rights in local and international contexts, and the challenges of promoting and protecting them, whether they pertain to health, education or care. Students will become familiar with the fundamental international conventions and organizations

dedicated to children's rights, including the Convention on the Rights of the Child (CRC) and UNICEF. All sections of the class will explore the foundations of children's rights through examination of the major principles enshrined in the CRC, different aspects of child rights (health, food, housing, education, environment etc) and their violation (child soldiers; unlawful detention, deportation and transfer, identity theft, etc), but may do so in different ways, and with different emphasis.

*Participating campuses:* Al-Quds University/Al-Quds Bard; American University of Central Asia; Bard College; Bard College Berlin.

### **Freedom of Expression**

*Kseniya Shtalenkova, European Humanities University* - This course provides an introduction to debates about freedom of expression. What does this definition mean? Is there a right to say anything? The course investigates who has had this right, where and why, and what it has had to do in particular with politics and culture. What powers does speech have, and for what? Debates about censorship, dissidence and protest, hate speech, the First Amendment and Article 19 of the Universal Declaration of Human Rights are obvious starting points, but the course also explores some less obvious questions: about faith and the secular, the rights of minorities, migration, surveillance, speaking and political agency, law and politics, social media, cancel culture, and the force(s) of words. In asking about the status of the speaking human subject, the course looks at the ways in which the subject of rights, and indeed the thought of human rights itself, derives from an experience of claiming, speaking, and speaking up. These questions are examined, if not answered, across a variety of philosophical, legal, journalistic, and political texts, with a heavy dose of case studies (many of them happening right now) and readings in contemporary critical and legal theory. Taught in parallel with OSUN partner institutions where many assignments and activities are shared, and students work jointly with peers at other schools.

*Participating campuses:* Al-Quds University/Al-Quds Bard; American University of Central Asia; Bard College; European Humanities University

### **International Investment Dispute Settlement, Human Rights, and Justice**

*Markus Petsche, Central European University* - This course aims to provide students with in-depth knowledge and understanding of key legal and policy issues related to investment law and investment dispute settlement, highlighting their nexus with human rights and justice. Particular emphasis will be placed on the current initiatives to reform international investment law aimed at ensuring a proper balance between the protection of foreign investment, human rights, and sustainable development.

*Participating campuses:* American University of Central Asia; Central European University

### **Nosedive: Luxury and Oppression in the World of Fragrance**

*Pusa Nastase, Central European University* - The course introduces the students to the ethics, economics and aesthetics of perfume and examines the lives and social standing of producers and users of fragrances. It is designed to engage students in an immersive, multi-sensorial way by looking at fragrance from the perspective of cultural historians, economists, human rights activists, ingredients and bottle producers, perfumers, fragrance critics, and advertisers.

*Participating campuses:* BRAC University; Central European University

### **Research-Creation: Migration and the Arts**

*Marion Detjen, Bard College Berlin* - This cross-campus class explores the way research-based art-making generates new kinds of knowledge about movement, migration and displacement. It focuses on the question of how, in post-conflict societies, memory politics and memory culture have dealt with migration and racism in a globalized world, while their institutions mostly remained attached to the nation-state principle. Students will translate their research projects into artistic projects, in a medium of their choice.

*Participating campuses:* Bard College Berlin; Universidad de los Andes; University of the Witwatersrand

### **The Laboratory and the City**

*Siarhei Liubimau, European Humanities University* - The course explores how cities act as laboratories for social and political change. Over the course of the semester, we study urban transformations and breaking points in the modern era. We learn about critical theories and concepts born through situated urban research. We delve into questions of infrastructures and the provisioning of public goods at the intersection of race, gender, and class. Perspectives of the “Eastern European city”, “(Post-)Socialist city”, “Islamic City” or “Middle Eastern City” are interrogated to develop a shared vocabulary and toolkit of multi-sited de-centered urban studies. We reflect on changing trends of the so-called Second and Third World urbanization and subsequent topics of emerging prominence. The course is taught in cooperation between the European Humanities University in Vilnius and the American University of Beirut. The class experiments with the formats of research-based narrative, collage, and video documentation from the perspectives of each city.

*Participating campuses:* American University of Beirut, European Humanities University

### **The Right to Employment**

*Kyle Mohr, Bard College* - Right to Employment is an interdisciplinary network course that traces the history of the struggle to secure the right to employment for all. It focuses on social, economic, legal, and policy developments, and introduces students to many international initiatives and innovative programs. Students read economic analyses, policy proposals, legislative documents, and program reviews. The course can be tailored to the discipline, research interests, and capacity of each OSUN partner—including adjustments for the particular OSUN program, context, and location. Right to Employment is a network course that was created in collaboration with OSUN partner institutions and engages students across the network.

*Participating campuses:* Al-Quds University/Al-Quds Bard; American University of Central Asia; Bard College

# Public Policy & Economic Analysis certificate

## Summer 2024 Online Courses

### **Climate Change Science and Policy**

*Jennifer Cole, American University of Afghanistan* - Climate change impacts us all. The media bombards us daily with the effects, policy, and financial aspects of this phenomenon. Few students and lay persons however, understand completely the basic science of climate change. In this course, you will learn about the difference between climate change, the greenhouse effect, and global warming; the basic science of how our atmosphere formed, how it has changed through time, and how humans are impacting both weather and climate. (200 level; 3 US credits)

### **Economics of Poverty, Inequality and Discrimination**

*Ceyhun Elgin, American University of Bulgaria* - The course consists of four parts: In the first part, we will discuss the definitions of poverty and inequality and how the official definitions affect our understanding of their trends. In the second part we will spend time discussing policies intended to reduce both. The third part goes over macroeconomic studies through the lenses of development economics. Finally, the last part intends to familiarize students with recent developments in the study of the economics of distribution.

### **Migration and Development**

*Nurgul Ukueva, American University of Central Asia* - This course aims at introducing students to the key facts and trends of international migration. Why do people migrate? What are the social and economic consequences of migration for countries and families left behind? What are the implications of migration of highly skilled workers? What is the role of migrant remittances? What challenges researchers face in identifying impact of migration? We will study migration within the context climate change, conflicts and aging population. (200 level; 4 US credits)

### **Military Economics**



*Adem Elveren, American University of Bulgaria* - Military economics is an intermediate-level course that studies the impact of military spending on economic growth, profit rates, income inequality, and gender inequality. This course covers major schools of economic thought to understand the role of military production in the economy by focusing on both theoretical and empirical models. The course evaluates the implications of military economics from a political economy perspective.

### **Public Finance and Economic Policy**

*Kyle Mohr, Bard College* - Recent crises have taught us that governments must act decisively to tackle these challenges, not leave solutions exclusively to private actors. This led to a rethinking of the role of the state on a global scale. What are the policy options before governments? What are their abilities to achieve them? What constraints do they face? This course will provide a new framework for thinking about these questions and with concrete tools and techniques to explore these policy-relevant concerns. (200 level; 3 US credits)

### **Race, Health and Inequality: A Global Perspective**

*Dumaine Williams, Bard College* - This course will explore the causes and consequences of racial and ethnic health inequities and examine the history of how different countries have responded to these inequities. This course will also explore how various populations around the world respond and adapt to new outbreaks of disease and illness, factors that limit the effectiveness of these responses, and examine how community-based activism and large-scale social movements could move countries closer to achieving health equity. (100 level; 4 US credits)

## **Fall 2024 Online Courses**

### **Human Rights and Health**

*Venera Urbaeva, American University of Central Asia* - Right to health, defined as the enjoyment of the highest attainable standard of health, is a fundamental human right. This course will explore public health issues from a rights-based perspective. Students will delve into the core components of the right to health through

analyzing key legal documents, exploring the role of international actors, governments, and public health authorities with a focus on health equity and the social determinants of health. (300 level; 3 US credits)

### **Investment Law and Sustainable Development**

*Begaiym Esenkulova, American University of Central Asia* - This course is focused on legal aspects of foreign direct investment and sustainable development. Classes are aimed at providing students with the knowledge and critical understanding of main investment law as well as sustainable development concepts and issues. Students will study how investment law can protect investment and how it can be used to advance host states' sustainable economic, social, and environmental development. The course is student-centered and interactive. (200 level; 3 US)

### **Mapping the World with QGIS**

*Viktor Lagutov, Central European University* - The course will introduce QGIS, the most popular open-source free GIS package, and its use for geospatial data visualization (mapping). Participants will develop basic understanding of spatially referenced data and familiarize themselves with GIS mapping principles. The online sessions followed by individual work will equip participants with both theoretical understanding and practical skills in visualizing societal and environmental phenomena. Prerequisites: No experience in GIS is required, but basic computer skills are expected. (300 level; 2 US credits)

### **Regenerative Practices: Ecovillage Design and Permaculture**

*Olga Tarabashkina, American University of Central Asia* - The Regenerative Practices: Ecovillage Design and Permaculture was born out of the experiences of long existing communities and cutting edge educators and transformative and participatory learning in order to share how to create a new way of living with low environmental impact and high quality of life, bringing together the four areas of regeneration: social, ecological, economic, and culture/worldview. (200-Level; 300-Level; Masters-Level; 3 US credits)

## **Universal Human Rights: Ideas and Challenges**

*Chiahao Hsu, National Sun Yat-sen University* - Human rights are a complex and debated concept, with questions surrounding their natural and universal nature or social and contextual construction. Despite this, there is broad agreement on the most recognized human rights, including civil and political, economic and social, and cultural rights. Studying human rights history and practice can deepen understanding of their importance and develop critical thinking and analytical skills for applying them to real-world issues. (100 level; 3 US credits)

## **Fall 2024 Network Collaborative Courses**

### **Economic Perspectives for Policy Making**

*Kyle Mohr, Bard College* - This course demonstrates how contemporary discussions about economic and social policy are influenced and framed by the ideas and concerns of classical political economy and early 20th-century economic thought, through a survey of the diverse traditions in economics. Since Adam Smith, economists have pondered the organization of society and the role of markets, governments, and institutions. The discipline is in a continual flux, shaping and reshaping its core ideas. As economic systems evolved, so have the theories used to explain different economic phenomena and problems, as well as the policies designed to address them. In this course, students will study several intellectual traditions, including Classical Political Economy, Marxian, Neoclassical, Old American Institutionalism, Post Keynesian, Modern Monetary Theory, Black Political Economy, Radical Political Economy, Feminist, and Ecological and Green economics. The aim of this course is for students to gain a broad understanding of the methods and specific problems that these traditions emphasize, and the contributions to theory and policy that they have made. Thus, we will examine not only the evolution of these ideas and theories, but also their practical application today. Some of the issues we will cover include economic stability, the causes and cures for unemployment, the interactions between markets and government policy, the nexus between ethics and markets, the evolution and interaction of culture, technology and money in shaping the modern world. As we contemplate alternative proposals, it is critical to appreciate the intellectual roots of the policy solutions on offer. To this end, we will pay close

attention to the underlying assumptions of these different theories and their relevance to real-world issues. The “great conversation” of economic ideas through the ages is not only the key to understanding present debates, but also a well of ideas from which to draw inspiration for today’s policies.

*Participating campuses:* American University of Central Asia; Bard College.

## **Spring 2025 Network Collaborative Courses**

### **The Right to Employment**

*Kyle Mohr, Bard College* - Right to Employment is an interdisciplinary network course that traces the history of the struggle to secure the right to employment for all. It focuses on social, economic, legal, and policy developments, and introduces students to many international initiatives and innovative programs. Students read economic analyses, policy proposals, legislative documents, and program reviews. The course can be tailored to the discipline, research interests, and capacity of each OSUN partner—including adjustments for the particular OSUN program, context, and location. Right to Employment is a network course that was created in collaboration with OSUN partner institutions and engages students across the network.

*Participating campuses:* Al-Quds University/Al-Quds Bard; American University of Central Asia; Bard College

## **Sustainability and Social Enterprise certificate**

### **Fall 2024 OSUN Online Courses**

#### **Investment Law and Sustainable Development**

*Begaiym Esenkulova, American University of Central Asia* - This course is focused on legal aspects of foreign direct investment and sustainable development. Classes are aimed at providing students with the knowledge and critical understanding of main investment law as well as sustainable development concepts and issues. Students will study how investment law can protect investment and how it can be used to advance host states’ sustainable economic, social, and environmental development. The course is student-centered and interactive. (200 level; 3 US credits)

## **Social Entrepreneurship**

*Eban Goodstein, Bard College* - This is a collaborative, global course in social entrepreneurship, where student teams ideate and develop models for social enterprises. Bard students will engage with classes from Palestine, Kyrgyzstan, Bangladesh, Columbia, Taiwan and other countries, through a mixture of synchronous online learning, and in-person labs. Social entrepreneurship is the process of building new organizations that offer scalable solutions to social and environmental challenges. Social enterprise can be either for-profit, or non-profit, but key is the ambition to address societal problems at scale. The practice of social entrepreneurship explores the full suite of liberal learning: critical analysis, persuasive writing, oral communication, quantitative reasoning, design thinking, and group social dynamics. The course will culminate in a “shark tank for sustainability” among and between teams from the different universities, with winning teams then competing at the Bard MBA’s annual Disrupt to Sustain pitch competition in December. The teaching and learning collaboration will be made possible through the use of Bard MBA Professor Crawford’s cloud-based teaching tool, RebelBase, which supports project-based learning embedded in a collaborative, online entrepreneurial ecosystem. The course will include readings and discussion focused on social issues related to entrepreneurship: drivers of change, from decarbonization to AI; delinking growth from material throughput; urban-based innovation ecosystems; social obstacles to risk taking; working on multi-disciplinary teams; language, power, race and gender dynamics in entrepreneurship; deconstructing the archetypes of entrepreneurship. (100-level; 4 US)

## **Fall 2024 Network Collaborative Courses**

### **Social Entrepreneurship**

*Eban Goodstein, Bard College* - In this course, students work in teams to develop their own ideas for non-profit or for-profit businesses that work to solve social and environmental changes. The course combines in-person instruction with a global classroom where students convene each week in a common Zoom space to share ideas. Participating schools include BRAC University in Bangladesh, Al Quds Bard

University in Palestine, the American Universities of Central Asia (in Kyrgyzstan) and of Bulgaria, Universidad de Los Andes in Colombia, and Bard College Annandale. Past certificate courses have incubated powerful social business ideas in Bangladesh, Palestine and the United States. The course will culminate in a “shark tank for sustainability” among and between teams from the different universities. The course includes readings and discussion focused on social issues related to entrepreneurship: drivers of change, from decarbonization to AI; delinking growth from material throughput; urban-based innovation ecosystems; social obstacles to risk taking; working on multi-disciplinary teams; language, power and gender dynamics in entrepreneurship; deconstructing the archetypes of entrepreneurship.

*Participating campuses:* American University of Central Asia; Al-Quds University/Al-Quds Bard; Bard College; BRAC University; European Humanities University; American University of Bulgaria.

## **Spring 2025 Network Collaborative Courses**

### **Leading Change for Sustainability**

*Eban Goodstein, Bard College* - This is a collaborative, cross-institution course in leading change in organizations where student teams develop and advance proposals for organizational innovation within their university or business. Examples might include carbon footprint analysis, expansion of local food offerings, improved daycare or transportation for students and workers, or improved recycling system. Students work with classes from the US, Palestine, Kyrgyzstan, Bangladesh and Lithuania through a mixture of synchronous on-line learning, and in-person labs. The course will culminate in a “shark tank for sustainability” between teams from the different universities. Topics include understanding why change fails more often than it succeeds, the key factors that drive successful organizational change, the role of the change facilitator, and tools for designing and facilitating processes that bring forth the group intelligence.

*Participating campuses:* American University of Bulgaria; American University of Central Asia; Bard College; BRAC University; European Humanities University

## **Sustainable Development and Social Enterprise**

*Eban Goodstein, Bard College* - The UN's Sustainable Development Goals highlight 17 key areas for global progress, ranging from food security to women's empowerment to climate change action. One way to achieve these goals is through social enterprise: creating for-profit and non-profit organizations whose mission is to advance one or more of the SDGs. This collaborative, cross-institution course explores the global drivers of change that led to the UNSDG's, with a particular focus on Social Enterprise solutions. Bard students will work with and learn from classes in Colombia, Kyrgyzstan, Palestine and other countries through a mixture of synchronous on-line, weekly global class, combined with in-person, project-based learning. The synchronous portion of the course provides a critical introduction to the SDGs, and the forces behind global change, ranging from climate to technology to income inequality. The experiential component on the course involves the students conducting shared research projects on local enterprise solutions to the SDG's. Student teams will choose a sector of interest-- energy, food, affordable housing, immigration, toxic exposure—and map the regional ecosystem off or-profit and non-profit enterprises seeking to address these challenges. The projects will include deep dives into the strategies pursued by select enterprises within their sector, and the course will culminate in a report designed for the enterprise stakeholders within the system.

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