



**OLEH PAVLIUK
IRYNA PETRUSHA**

ESSENTIAL ENGLISH FOR

**INTERNATIONAL
RELATIONS**

YEAR TWO • PART ONE





**Київський національний університет
імені Тараса Шевченка
Навчально-науковий інститут
міжнародних відносин**

Автори: викл. Павлюк О.О.
викл. Петруша І.Д.

**Essential English for International Relations:
ESP Manual (Year Two, Part One)**

**навчальний посібник з англійської мови фаху
для студентів II курсу спеціальності «Міжнародні відносини»**

Київ – 2025

УДК

ББК

Д

*Рекомендовано вченою радою Навчально-наукового інституту міжнародних відносин Київського національного університету імені Тараса Шевченка
(протокол № 5 від 23 грудня 2025 року)*

Рецензенти:

Я.Р. Федорів,

кандидат філологічних наук,

доцент кафедри англійської мови

Національного університету «Києво-Могилянська академія»

С.І. Даниленко,

доктор політичних наук, кандидат філологічних наук, професор

завідувач кафедри міжнародних медіакомунікацій та

комунікативних технологій

Навчально-наукового інституту міжнародних відносин

Київського національного університету імені Тараса Шевченка

Essential English for International Relations: навчальний посібник з англійської мови фаху для студентів II курсу спеціальності «Міжнародні відносини» (у 2-х частинах). Частина 1. О.О. Павлюк, І.Д. Петруша. Київ, 2025. 112 с.

Посібник містить комплекс вправ, спрямованих на опанування студентами-міжнародниками фахової лексики за професійним спрямуванням.

Призначений для студентів другого року навчання освітнього напрямку «Міжнародні відносини».

Може бути рекомендований студентам навчальних закладів вищої освіти, які навчаються за освітнім напрямом «Міжнародні відносини» та «Переклад», а також усім охочим удосконалити знання англійської мови із різних аспектів міжнародних відносин.

PREFACE

This textbook is designed as a guide for Year Two students majoring in International Relations and studying English as their primary foreign language. It is focused on one particular aspect of the English language, namely English for Specific Purposes (ESP), an area that helps acquire professionally oriented vocabulary and background knowledge for successful communication and translation.

The textbook is built around a uniform structure, with each of the five units presented here (Global Policy; Global Challenges; National and International Security; International Conflict; Terrorism) including:

- a lead-in
- reading comprehension assignments, based on authentic texts
- a variety of vocabulary tasks, including Cambridge-style tasks focusing on English in use
- translation assignments, with authentic English- and Ukrainian-language texts tailored to test and hone students' professional translation skills
- communication activities based on authentic video material

We hope that this textbook will come in useful for both students of International Relations and teachers, for whom it will spare the precious time preparing for their ESP classes.

The authors would be grateful for any feedback, which will improve the present textbook and lay the groundwork for future related manuals.

TABLE OF CONTENTS

Unit	Reading	Vocabulary
Unit 1. Global Policy (pp. 6 – 22)	• Global Governance: Achievements and Prospects • true / false	• government / governance • state / country / nation • multiple choice exercises
Unit 2. Global Challenges (pp. 23 – 38)	• What Are the Biggest Global Challenges? • multiple choice	• collocations with 'global' and 'international' • word formation exercises
Unit 3. National and International Security (pp. 39 – 53)	• A Short History of National Security • true / false	• collocations with 'safety' and 'security' • open cloze exercises
Unit 4. International Conflicts (pp. 54 – 69)	• International Conflict • multiple choice	• peacekeeping / peacemaking / peacebuilding / peace enforcement • paraphrasing exercises
Unit 5. Terrorism (pp. 70 – 85)	• Defining Terrorism • true / false	• collocations with 'terrorism' / 'terrorist' • multiple choice exercises

Glossary (pp. 86 – 97)

Video Transcripts (pp. 98 – 109)

References (pp. 110 – 111)

Translation	Communication
• How Does Global Governance Differ from World Government? • Розуміння глобального врядування в публічно-управлінському контексті	• discussion • writing (formal email) • video discussion activities (What Is Global Governance?)
• Meeting Global Challenges: International Cooperation in the National Interest • Глобальні проблеми сучасності	• debate • writing (proposal) • video discussion activities (Global Issues and Modern Challenges)
• Non-Military Ideas of National Security • Міжнародна безпека	• presentation • writing (input-based essay) • video discussion activities (What Is International Security?)
• International Conflict Resolution: Peacemaking Tools • Міжнародні конфлікти в сучасній світовій політиці	• role-play • writing (report) • video discussion activities (What Are the Different Types of Global Conflicts?)
• The History of Terrorism • Що таке тероризм?	• group project • writing (opinion essay) • video discussion activities (What's been the true impact of the so-called 'War on Terror'?)

UNIT 1. GLOBAL POLICY

LEAD-IN

- What does global policy stand for?
- What is geopolitical instability and its effects?
- What hinders contemporary policymaking?

READING

Assignment 1. Look at the following and discuss in groups what global governance is. Suggest examples of global governance from international practice.

Global governance functions through a set of institutions, rules, and processes that aim to manage cross-border issues - like diplomatic relations, trade, financial transactions, migration, and climate change. It seeks to address collective concerns, and mediate common interests, creating both privileges and obligations for the public and private sectors. It is also essential for solving shared problems: pandemics, wars, and financial crises. It is not, however, just a set of treaties and organizations; it is comprised of a vast network of collaborative processes, relationships, guidelines, and monitoring mechanisms, which are all necessary to manage our increasingly complex interdependence.

Assignment 2. Scan the following text to find examples of achievements and prospects of global governance. Compare your answers in groups.

Global Governance: Achievements and Prospects

As a direct outcome of globalization, global governance has gradually strengthened the idea of justice as a common feature of contemporary societies. Yet today's complex human, political and economic relations require continuous public forums but also binding commitments that enhance yet go beyond those arrangements that intergovernmental institutions have made since the end of World War Two.

Over the years, these intergovernmental organizations have addressed a host of global needs.

- For instance, the United Nations Security Council has passed resolutions dealing with issues of global concern such as conflict related to authoritarian regimes, economic and trade embargoes of rogue states such as Iraq, nuclear-threatening states such as Iran and North Korea, and calls for judicial procedures for ex-militants condemned for crimes against humanity (e.g. Yugoslavia, Rwanda and Cambodia).
- The World Bank has provided financial and technical assistance in developing countries around the world, working especially through its high concessional

lending facility, the International Development Association, to combat poverty, create conditions for sustainable growth, and increase public and private cooperation at the state level. Investments in infrastructure in Sudan and Sierra Leone, in road networks in Afghanistan, in improving livelihoods in Cambodia with land grants, and in financing water and sanitation service improvement in Kenya, are only a few examples of what the World Bank has achieved.

- In the realm of trade, the World Trade Organization has enhanced negotiations on multilateral trading, regional cooperation, and competition policies, among others, while bridging disputes between member-states within its dispute settlement mechanism. The Cairns Group, constituted by the major agriculture-exporting countries, is said to be one of the most powerful subgroups bringing together developed and developing countries with common interests to press the World Trade Organization to fully take account of the topics discussed in the Doha Rounds of multilateral trade negotiations.

In addition to these efforts, global governance has also achieved many safeguards with respect to the merits of democracy and deliberative governance around the world. For instance, the United Nations, with its monitoring mechanisms, as well as nongovernmental organizations such as Doctors Without Borders, Amnesty International and Human Rights Watch are active in Africa and the Middle East, where devastating post-conflict conditions, electoral fraud, poverty and disease are widespread and states either have no means to deal with them or purposely decide to ignore them. In addition, the UN Security Council plays a decisive role in resolving armed conflicts and bringing transitional peace. Thus, in Afghanistan in 2001, in Iraq in 2003, and in Lebanon in 2006, the UN intervened militarily; and in other cases, as in Cyprus and Kosovo, UN field units maintain peace and guarantee democratic stability. Overall armed conflicts, though always threatening, have dramatically decreased in number since 1950 due to the UN's military enforcement mechanism.

Along with these achievements, there have been breakthroughs in global governance that need to be strengthened in the coming years. Among these, the most prominent include the need to enhance the role of global civil society organizations in international affairs not only as a major feature of democracy but also as a core element of cooperative human action that is institutionally recognized because these groups possess expertise that states need in dealing with high-risk issues such as immigration, gender rights and environmental protection.

Focus Vocabulary

direct outcome (of sth)	безпосередній наслідок (чогось)
common feature	спільна риса
contemporary	сучасний; тогочасний
forum (<i>plural</i> forums/fora)	форум, майданчик/платформа для обговорення
a binding commitment	юридично обов'язкове зобов'язання
to enhance (sth)	покращити/удосконалити (щось)
to address a host of global needs	задовольнити низку глобальних потреб
to pass [=adopt] a resolution	прийняти/ухвалити резолюцію
issues of global concern	питання міжнародного значення
rogue state	держава-ізгой
ex-militant	колишній бійовик
crime against humanity	злочин проти людяності
financial and technical assistance	фінансова й технічна допомога
developing country	країна, що розвивається / розвиткова країна
high concessional lending facility	програма/механізм пільгового кредитування на вигідних умовах
to combat poverty	боротися з бідністю
sustainable growth	сталий/збалансований розвиток
at the state level	на рівні держави
to improve livelihoods	покращити якість життя (<i>livelihoods</i> – засоби до існування)
(in) the realm of trade	царина/сфера торгівлі
multilateral trading	багатостороння торгівля
to bridge [=settle] disputes	владнати/врегулювати/залагодити суперечки
dispute settlement	врегулювання суперечок
developed country	розвинена країна
deliberative governance	деліберативне/дорадче/виважене/раціональне управління
electoral fraud	виборче шахрайство/фальшування
purposely	свідомо/навмисне
to play a decisive role (in sth)	відігравати вирішальну роль (у чомусь)
transitional peace	перехідний/тимчасовий мир
to intervene militarily	здійснити військове втручання
military enforcement mechanism	механізм військового примусу
global civil society organization	організації глобального громадянського суспільства

POST-READING

Assignment 1. Answer the questions. Use them to prepare a short summary of the text.

1. How has global governance affected the world with respect to globalisation?
2. What is the role of the United Nations, the World Bank, and the World Trade Organisation in strengthening global governance?
3. What has been the impact of global governance on democracy?
4. What challenges does global governance face in the coming years?

Assignment 2. Decide whether the following statements are true or false. Explain your choice.

1. There is a need to expand global governance beyond its current framework, instituted after the Second World War.
2. The United Nations Security Council has served as a place where ex-militants have been tried for atrocities they committed.
3. The World Bank has a mechanism through which affordable loans are provided.
4. The Cairns Group, which works within the World Trade Organisation, possesses relatively little influence in the realm of trade.
5. The UN does not have the means of enforcing countries to follow international law.
6. Some non-governmental organisations play an important role in highlighting challenges to democracy and the rule of law.
7. The challenges to global governance include strengthening the role of intergovernmental organisations.

Assignment 3. Complete the following sentences using focus vocabulary.

- Global governance is a direct ... of globalisation and has affirmed the idea of justice in ... societies.
- Intergovernmental organisations that have developed since the Second World war have a host of global needs.
- Such ... states as Iran and North Korea must be held accountable for their conduct in the international arena.
- Developing countries can use a high concessional ... in order to ... poverty and create conditions for ... growth.
- The World Trade Organisation operates in the ... of trade and facilitates negotiations on ... trading, helping ... disputes between member-states through its dispute ... mechanism.
- Numerous global civil ... organisations operate in countries that suffer from electoral ..., poverty and diseases.
- The UN plays a ... role in resolving armed conflicts and establishing ... peace, sometimes using its military ... mechanism in order to ... militarily.

Assignment 4. Match the names of the following organisations or institutions and the relevant descriptions. Do additional research on one of them and share your findings in class.

- | | |
|------------------------------------|---|
| 1. United Nations Security Council | A. An international non-governmental organisation, founded in New York in 1978, which researches and reports on human rights abuses worldwide. |
| 2. World Bank | B. A non-governmental organisation of French origin, founded in 1971 and known for its projects in conflict zones and in countries affected by endemic diseases. |
| 3. World Trade Organization | C. An independent, non-governmental organization founded in the United Kingdom in 1961 that researches human rights abuses and takes action through information and advocacy campaigns to end grave abuses. |
| 4 Cairns Group | D. One of the six principal organs of the UN system and is the primary organ charged with ensuring international peace and security. |
| 5. Doha Rounds | E. An intergovernmental organization, established in Geneva in 1995, which regulates and facilitates international trade. |
| 6. Doctors Without Borders | F. An international financial institution, founded in New York in 1944, that provides loans, grants, and policy advice to low- and middle-income countries. |
| 7. Amnesty International | G. A coalition of 20 countries that advocate for agricultural trade liberalisation within the World Trade Organization. |
| 8. Human Rights Watch | H. The latest round of trade negotiations among the WTO membership, aimed at achieving major reform of the international trading system. |

VOCABULARY

Assignment 1. Match the following words and phrases with their definitions.

- | | |
|-----------------|--|
| 1) binding | a) causing little or no damage to the environment and therefore able to continue for a long time |
| 2) contemporary | b) existing or happening now |
| 3) deliberative | c) involving or using careful thought and discussion when making decisions |
| 4) sustainable | d) relating to a change from one form or type to another |
| 5) transitional | e) that cannot be legally avoided or stopped |

Assignment 2. Suggest the words from the focus vocabulary list which are synonyms for the following.

- 1) result, effect, consequence
- 2) obligation, promise, responsibility
- 3) boost, raise, improve
- 4) deliberately, intentionally, consciously
- 5) aid, help, support
- 6) resist, oppose, grapple with
- 7) interfere, intrude, step in
- 8) sphere, field, domain

Assignment 3. Translate the following words and phrases from English into Ukrainian and vice versa.

A common feature; to address a host of global needs; issues of global concern; crimes against humanity; developing country; sustainable growth; multilateral trading; deliberative governance; to play a decisive role; military enforcement mechanism.

Безпосередній наслідок; майданчик для обговорення; ухвалити резолюцію; держава-ізгой; фінансова й технічна допомога; програма пільгового кредитування на вигідних умовах; на рівні держави; покращити якість життя; врегулювати суперечки; виборче шахрайство.

Assignment 4. Choose the best word from the box to complete the following sentences. Make changes if necessary.

binding commitment · combat poverty · common feature · developing country
direct outcome · pass a resolution · rogue state · sustainable growth

1. A ... of international agreements is the need for transparency and public reporting.
2. Many global institutions support programmes designed to ... in the world's most vulnerable communities.
3. Officials emphasised that no ... should be left behind in global health initiatives.
4. Several delegates insisted that each signatory make a ... to reduce carbon emissions by 2035.
5. The council argued that the new policy was a ... of months of negotiations among member states.
6. The report warned that treating the isolated regime as a mere ... would only deepen the crisis.
7. The trade minister argued that long-term stability depends on policies that promote ... rather than short-term profit.
8. When tensions rose in the region, the assembly moved quickly to ... condemning the use of force.

bridge disputes · deliberative governance · developed country · dispute settlement
electoral fraud · improve livelihoods · multilateral trading · transitional peace

1. A fair and transparent ... mechanism is essential for maintaining trust in trade agreements.
2. Advocates argue that ... encourages citizens to engage thoughtfully in major policy decisions.
3. Diplomats worked tirelessly to ... between rival factions before the summit opened.
4. International aid programmes aim to ... in rural areas through better access to markets and education.
5. Observers raised concerns that widespread ... had undermined the credibility of the national election.
6. Peacekeepers were deployed to support a period of ... as the country rebuilt its institutions.
7. The ambassador noted that even a ... has responsibilities under international climate frameworks.
8. The organisation promotes a ... system so that nations can negotiate tariffs on equal terms.

Assignment 5. Study the schemes. Then, complete the following sentences with one of the words. Sometimes, more than one option is correct.

GOVERNMENT

- clearly defined participants linked to the state
- linear, top-down model
- formal institutions and procedures
- domination through rules or force may be required to ensure universal acceptance of a decision

GOVERNANCE

- mixes state and non-state participants (including e.g. NGOs)
- network, multi-layer model
- evolving and ongoing processes
- acceptance of and support for decisions by all players arises out of wide participation in earlier debate

1. It has had dramatic repercussions on the organisation's mandate and policies, as well as its role in global
2. That local ... official believes that it is all a waste of time, and that is the feeling of many local authorities.
3. The book focuses on the impact of participatory ... on civic life.
4. The federal ... was adopting an utterly different form of ... and citizenship.
5. The percentage of those that would accept an authoritarian ... 'under certain circumstances' has decreased.
6. Though an election was held, it took months for an interim ... to be formed.

STATE

- A state is a territory with its own institutions and populations
- A sovereign state is a state with its own institutions and populations that has a permanent population, territory, and government

COUNTRY

- 'Country' can be used to mean the same thing as state, sovereign state, or nation-state
- It can also be used in a less political manner to refer to a region or cultural area that has no governmental status

NATION

- A nation is a large group of people who inhabit a specific territory and are connected by history, culture, or another commonality but may lack sovereignty
- A nation-state is a cultural group (a nation) that is also a state (and may, in addition, be a sovereign state)

1. Most industrialized ... of the world will be represented at the conference.
2. Our great ... was built upon a foundation of law and order.
3. The three Baltic ... - Lithuania, Latvia, and Estonia - were formerly republics of the Soviet Union.
4. The UK was a member ... of the European Union until its departure in 2020.
5. The whole ... celebrated the signing of the peace treaty.
6. What is the largest ... in the world?

Assignment 6. Choose *two words* that best complete the sentences below.

1. Many experts argue that **binding / tying / maximal / firm** commitments are essential for effective climate agreements.
2. A(n) **common / general / shared / commonplace** feature of international treaties is the requirement for transparency.
3. Several delegates urged the assembly to **pass / adopt / deliver / accept** a resolution condemning the violence.
4. The report warned that treating the isolated regime as a(n) **rogue / unstable / unlawful / criminal** state may undermine diplomacy.
5. Global agencies are investing in programmes that aim to **combat / encourage / reduce / eliminate** poverty in vulnerable regions.
6. Mediators were brought in to help **bridge / join / settle / calm** disputes between neighbouring states.
7. Aid programmes seek to **embellish / sugarcoat / improve / enhance** livelihoods in rural communities.
8. Advocates argue that **deliberative / passive / inclusive / exclusive** governance helps citizens take part in policy-making.

TRANSLATION

Assignment 1. Read and translate the following text from English into Ukrainian. Summarise its key idea in one sentence.

How Does Global Governance Differ from World Government?

Governance, broadly, refers to the various ways in which social life is co-ordinated, of which government is merely one. Global governance refers to the various processes through which decision-making and co-operation at a global level is facilitated, operating through multilateral systems of regulation. At the heart of the emerging system of global governance is the UN and its various bodies, together with the institutions of global economic governance, notably the WTO, the World Bank and the IMF. Rather than imposing their will on individual states, the processes provide the framework for the development of intergovernmental relationships, reflecting a growing acceptance of global interdependence. Global governance does not only involve intergovernmental bodies, but also the participation of non-governmental actors such as NGOs, national corporations, global capital markets, citizens' movements and so on.

World government, by contrast, refers to the idea of centralised authority operating through a single, supranational body. Strictly speaking, such a government would involve the establishment of a monopoly of the use of force worldwide, as well as the surrendering of sovereignty by individual states. However, the most versions of world government are based on the idea of world federalism, in which the central authority is vested with supreme authority in relation to certain functions, while state governments continue to have jurisdiction in relation to other functions. While global governance

aims to containing the pressures generated by anarchy, world government would banish anarchy altogether by establishing and enforcing an international rule of law, sometimes seen as world law. Although the League of Nations and the United Nations were often presented as early prototypes of world government, neither has come close to realising this goal.

Assignment 2. Translate the following sentences from Ukrainian into English using focus vocabulary.

1. Глобальне врядування – політична співпраця між транснаціональними акторами, спрямована на пошук шляхів врегулювання суперечок і вирішення проблем, які стосуються більш ніж однієї держави або регіону.
2. Генеральна Асамблея ООН ухвалила резолюцію, в якій закликає держави об'єднатись для задоволення низки глобальних потреб, зокрема нестачі водних ресурсів і поширеної у розвиткових країнах бідності.
3. Механізми глобального управління відіграють вирішальну роль у наданні технічної та фінансової допомоги країнам, які перебували у стані конфлікту.
4. На відміну від традиційних підходів до урядування, глобальне управління передбачає активну участь недержавних суб'єктів, зокрема організацій громадянського суспільства та окремих осіб.
5. Починаючи з кінця Другої світової війни, міжнародні організації слугували майданчиками для обговорення глобальних викликів і пошуку шляхів покращення добробуту людства.
6. Країна стала ізгоєм після того, як порушила численні міжнародні угоди та почала розробляти зброю масового знищення.
7. Міжнародне співтовариство не мало іншого вибору, окрім як застосувати механізм військового примусу та здійснити військове вторгнення у державу, де скоювались злочини проти людяності.
8. Держави можуть скористатись механізмами пільгового кредитування, які пропонують міжнародні фінансові установи на кшталт Світового банку та Міжнародного валютного фонду.
9. Сталий розвиток і подолання бідності перебувають високо на порядку денному дискусій про глобальне управління та його ефективність.
10. Фахівці ООН з урядування надають допомогу урядам, які потерпають від виборчого шахрайства та інших форм політичного маніпулювання.

Assignment 3. Translate the following text into English, paying attention to the underlined words and phrases.

Розуміння глобального врядування в публічно-управлінському контексті

З початку 60-х років XX ст. в політичній науці та державному управлінні використовується поняття врядування. Використання вказаного поняття багато

в чому пов'язано з розвитком суспільства та нових викликів, які постали перед людством. Зокрема, більшої уваги з боку суспільства приділялось питанням ефективності вирішення проблем наявними політичними системами та чи справді процеси прийняття та реалізації рішень демократичними. Поняття врядування використовується в суспільних науках, особливо актуальним є його використання в економічній (корпоративне управління) та політичній (державне управління) науці.

Під поняттям врядування варто розуміти правила, процеси та норми поведінки, що впливають на спосіб здійснення владних повноважень, особливо стосовно забезпечення їх відкритості, участі громадськості, підзвітності, ефективності та узгодженості.

Поняття «врядування», на відміну від поняття «керівництво», складається з трьох складових:

- 1) відповідальність за стан справ у країні несе не тільки влада. Врядування є компромісом, що базується на впливі політичного, економічного і соціального факторів, оскільки пропонує нові форми регуляторних дій;
- 2) різні гравці вимагають залучення до процесу прийняття рішень і здатні пропонувати нові підходи до розв'язання суспільних проблем. Врядування робить наголос на делегуванні відповідальності, що відбувається між державою, громадянським суспільством і ринком;
- 3) жоден із зацікавлених гравців не має знань та засобів, достатніх для самостійного розв'язання проблем, що виникають. Постає необхідність у багатоступінчастих процесах взаємодії і переговорів між різними гравцями.

Глосарій Мережі ООН з державного управління роз'яснює термін «глобальне врядування» як комплекс формальних і неформальних установ, механізмів та відносин між державами, з допомогою яких, на глобальному рівні, виражаються колективні інтереси, встановлюються права та обов'язки, опосередковуються розбіжності світового співтовариства.

Свого часу директор Програми Розвитку ООН Джеймс Густав Шпет [James Gustave Speth] надав таке визначення глобального врядування – це не глобальний уряд, а взаємодія керівництва та його механізмів контролю, що включають в себе як державних, так і недержавних учасників, як приватних осіб, так і громадськість. Воно впроваджується та розширюється за допомогою економічної і екологічної глобалізації. Економічна і екологічна інтеграція призводять до політичної інтеграції. Це і є глобальним управлінням.

Європейська Комісія запровадила власну концепцію врядування в Білій книзі з європейського врядування, яка була прийнята Комісією в липні 2001 року. Біла книга містить низку рекомендацій та пропозицій щодо зміцнення демократії в Європі та підвищення легітимності інститутів ЄС шляхом покращення залучення громадськості, вдосконалення регуляторної політики та посилення ролі ЄС у світовому врядуванні. Метою книги була модернізація європейської громадської дії для того, щоб підвищити відповідальність виконавчих органів ЄС перед

обраними представницькими органами та відкрити процедури прийняття рішень в Європейському Союзі для надання громадянам можливості брати участь у прийнятті рішень, які їх стосуються.

Таким чином, важливою складовою врядування є залучення до процесу прийняття та реалізації загально важливих рішень компетентних суб'єктів та зацікавлених осіб з метою ефективного результату та взаємної відповідальності щодо можливих наслідків.

COMMUNICATION

Discussion

Assignment 1. Choose one the following topics and discuss it in groups, making notes of your input. Share your findings in class.

1. How effective are international organizations as forums for dealing with issues of global concern? Do their decisions usually lead to real change, or is their impact limited?
2. Should the international community intervene militarily when a rogue state commits a crime against humanity? Who should decide, and how can lasting peace be achieved after intervention?
3. How can global civil society organizations help prevent electoral fraud and support democracy? Are they more effective in developing or developed countries?
4. How does multilateral trading mechanisms help countries settle trade disputes? Are current dispute settlement systems fair to poorer countries?
5. How does financial assistance from global institutions help countries combat poverty and improve livelihoods? What are the risks of relying too much on international support?
6. Why do some countries avoid making binding commitments in global agreements? What could encourage stronger cooperation?
7. What challenges arise during transitional peace after a conflict? How can former fighters be reintegrated into society?
8. Does global trade support sustainable growth, or does it increase inequality between countries? How should global rules be improved?
9. How does deliberative governance differ from traditional government decision-making? Can it improve trust in political systems?
10. Should wealthier countries provide more support to poorer countries to reduce poverty? How can this support be made more effective?

Writing (formal email)

Assignment 2. You are going to write a formal email based on one of the topics above. Think of the following questions.

1. What is the structure of an email?
2. How does a formal email differ from an informal one?
3. Who can be the addressee of a formal email?

Assignment 3. Study the following example of an informal email. What topic from Assignment 1 does it address? Check your answers to the questions in Assignment 2.

Subject: Opinion on International Military Intervention

Dear Members of the Committee,

I am writing to express my opinion on whether the international community should intervene militarily when serious violations of human rights occur.

On the one hand, military intervention may be necessary in extreme situations. When diplomatic efforts fail, international action can help protect civilians and prevent further violence. In such cases, acting together through international organizations can give legitimacy to the intervention and reduce the risk of abuse of power.

On the other hand, military involvement can also lead to serious negative consequences. It may increase instability in the affected region and result in civilian casualties. Furthermore, foreign intervention does not always guarantee long-term peace and may create new conflicts after the fighting ends.

In conclusion, I believe that military intervention should be considered only as a last resort. It should take place only with broad international support and clear goals focused on protecting human rights and rebuilding peace.

Thank you for taking the time to consider my views on this important issue.

Yours faithfully,

Anna Kowalska

Assignment 4. In groups, compose a formal email based on the topic in Assignment 1 that you discussed. Use the model and the following tips. Use between 160 and 180 words.

Tips	Example
1. Subject Line Write a clear and formal subject line.	<i>Subject: Opinion on International Military Intervention</i>
2. Formal Greeting Use a polite and respectful greeting. Avoid informal language.	• <i>Dear Sir or Madam,</i> • <i>Dear Members of the Committee,</i> • <i>Dear Professor Smith,</i>
3. Opening Paragraph – Purpose State why you are writing and refer clearly to the topic.	<i>I am writing to express my views on whether the international community should intervene militarily when serious violations of human rights take place.</i>

4. Main Paragraph 1 – Present One View Explain one side of the issue using clear reasons. Use formal connectors (<i>Firstly, In addition, Moreover</i>). Keep sentences clear and logical.	<i>Firstly, military intervention may be necessary when peaceful solutions fail. In extreme situations, intervention can help protect civilians and prevent further violence.</i>
5. Main Paragraph 2 – Present Another View or Limitation Show balance by presenting a different opinion or a risk. Use contrast words (<i>However, On the other hand</i>) and avoid emotional language.	<i>However, military action can also create instability and long-term problems. It may lead to loss of life and make it harder to achieve lasting peace.</i>
6. Closing Paragraph – Your Position Summarize your opinion clearly and politely.	<i>In conclusion, I believe military intervention should be considered only as a last resort and under international agreement.</i>
7. Formal Closing End the email politely.	• <i>Yours sincerely,</i> (if you know the name) • <i>Yours faithfully,</i> (if you do not know the name)
8. Signature Write your full name.	<i>Anna Kowalska</i>

Useful Language for Formal Emails

- *I am writing to...*
- *I would like to express my opinion on...*
- *It could be argued that...*
- *In my view...*
- *Thank you for your attention to this matter.*

Video (What Is Global Governance?)

Assignment 5. What types of global governance do you know? What is the difference between them? What are the current debates on global governance about?

Assignment 6. Before watching, make sure you know the following words and phrases. Match them with the appropriate definitions.

- | | |
|---|--|
| 1) stakeholder | a) a disease that spreads over a whole country or the whole world |
| 2) secretive | b) a number of things mixed together without any particular order or reason |
| 3) pandemic | c) a person or company that is involved in a particular organization, project, system, etc. |
| 4) hodgepodge
[=hotchpotch (<i>British English</i>)] | d) a way in which something appears, often hiding the truth about it |
| 5) ad hoc (<i>Latin</i>) | e) arranged or happening when necessary and not planned in advance |
| 6) transnational | f) existing in or involving different countries |
| 7) guise | g) not having clear or definite ideas or beliefs |
| 8) stewardship | h) tending or liking to hide your thoughts, feelings, actions, etc. from other people |
| 9) wishy-washy | i) the act of taking care of or managing something, for example property, an organization, money or valuable objects |

Assignment 7. Watch the video and check your answers in Assignment 1. Name the three types of global governance mentioned in the video and provide relevant examples.

Assignment 8. Complete the following sentences, then watch the video again and check your answers.

- (00:33 – 00:52) The current system of global governance is very messy and complicated, if it can be considered to be a system at all. It's more like a ... collection of different organizations, networks and committees that operate on different bases and which ... and often ... each other.
- (01:21 – 01:38) Almost all of the governments of the world states have a ... in the General Assembly and in the various other committees and councils which ... the UN's work. This is also arguably the most democratic of all the global governance ..., because each member state has one vote.

- (02:49 – 03:10) While the UN ... talks of 'we the peoples', really it should say 'we the governments'. Having a second ..., like a parliament, which directly represents world citizens, in parallel to the General Assembly, which represents country governments, would make the UN far more democratic and ... to the people.
- (04:40 – 05:07) Going even further down the democracy ladder, we come to ... of governments. These are arrangements of a relatively small number of governments who come together in a rather ... way without an official organization to make decisions on global affairs. A key example here would be the ..., in which leaders of 20 powerful countries meet together in summits to make decisions which affect the whole world.
- (07:14 – 07:32) In multi-... networks there are many different kinds of actors or So, alongside government officials, you'll generally find NGOs, transnational corporations and other business representatives ... in the discussions and indeed voting on the decisions.
- (09:15 – 09:36) In the past few years, there has unfortunately been a trend towards more and more stakeholder governance, and it is making global governance even more There are now dozens and dozens of multi-stakeholder networks, such as the World Commission on Dams, the Alliance for Water ... or the Global Alliance for Vaccines and Immunisation.
- (12:46 – 13:01) The third type of global governance arrangement that is growing rapidly is ... governance – governance arrangements that are openly ... by private companies without being ... as being multi-stakeholder arrangements or anything else.
- (14:07 – 14:22) With the huge and ever-growing power of the ..., does it really make sense to have it governed by a private corporation? Wouldn't it be better if there were a state-based ... and regulation by democratically elected global representatives?

Assignment 9. Discuss the following.

1. Do you agree that the United Nations and the International Monetary Fund are inherently undemocratic in their decision-making?
2. How can we make multi-stakeholder governance more accountable and transparent?
3. In terms of private governance, is allowing private organisations to manage global issues a bad idea, as the video suggests?
4. In your opinion, which of the types of governance mentioned in the video is more effective? Which is more democratic? Which has more potential for positive change?

UNIT 2. GLOBAL CHALLENGES

LEAD-IN

- What is a challenge?
- What social, environmental, governance and policy-making, economic and financial, etc. challenges can you mention?
- Why is cross-border cooperation of great importance nowadays?

READING

Assignment 1. Study the following definition. What are the core features of global challenges?

Global challenges will be defined as any major trend, shock, or development that has the potential for serious global impacts and thus to create humanitarian needs and change the environments in which humanitarian actors will operate in coming years.

Assignment 2. Scan the following text to find examples of global challenges. What do you know about them? Then, read the text closely and compare your ideas.

What Are the Biggest Global Challenges?

Whether it's turning promises on climate change into action, rebuilding trust in the financial system, or connecting the world to the internet, the World Economic Forum has singled out 10 key global challenges that, if they are to be addressed, require cooperation from the public and private sectors.

Here is a guide to some of these challenges, and why they matter to the world.

Food security and why it matters

By 2050, the world must feed 9 billion people. Yet the demand for food will be 60% greater than it is today. To achieve these objectives we will need to address a host of issues, from gender parity and ageing populations to skills development and global warming. Agriculture sectors will have to become more productive by adopting efficient business models and forging public-private partnerships. And they need to become sustainable by reducing greenhouse gas emissions, water use and waste. The risks if we fail? Malnutrition, hunger and even conflict.

Climate change: can we turn words into action?

We're already seeing and feeling the impacts of climate change with weather events such as droughts and storms becoming more frequent and intense, and changing rainfall patterns. The historic agreement reached in Paris in December 2015 outlines a global commitment to keep warming to 2°C and to strive to limit global temperature rise to 1.5°C. The world has agreed what is to be done. Now it is time for implementation.

What's the future of global finance?

The global financial crisis revealed significant weaknesses in the financial system and some of the vulnerabilities that can result from having such an interconnected global market. The crisis also caused a significant drop in levels of public trust and confidence in financial institutions. To function efficiently, the system needs to re-establish that trust.

What's the future of the internet?

The internet is changing the way we live, work, produce and consume. With such extensive reach, digital technologies cannot help but disrupt many of our existing models of business and government. We are entering the age of the Fourth Industrial Revolution, a technological transformation driven by a ubiquitous and mobile internet. The challenge is to manage this seismic change in a way that promotes the long-term health and stability of the internet.

Will the future be gender equal?

Achieving gender equality isn't just a moral issue – it makes economic sense. Although we are getting closer to gender parity, change isn't happening fast enough. There has been a significant increase in awareness of the importance of gender parity and much has been done by international organizations, civil society, governments and business. However, often the work centres on single-issue awareness-raising campaigns. Existing work also frequently involves either cooperation between different public bodies or different private bodies. More needs to be done to bridge the gap and facilitate cooperation between the public and private sectors.

What's the deal with global trade and investment?

Despite fundamental changes in the way business is done across borders, international regulations and agreements have not evolved at the same speed. In addition, negotiations to reach a new global trade agreement have stalled. While there have been a string of bilateral deals struck between countries and regions, there is a pressing need to reform the global trade framework. We also need to address the growing unease over globalization, which is evident from the number of questions being asked about the power of corporations and the adequacy of the regulations governing employment, environmental issues and taxation.

How can we make healthcare fit for the future?

Over the past few decades, the world has seen major advancements in health and largely as a result, people are generally living longer, healthier lives. However, serious challenges to global health remain, ranging from dealing with pandemics to the rise of noncommunicable diseases (NCDs) to the prohibitive costs of care, particularly in developing countries.

Focus Vocabulary

to turn (sth) into action	перетворити (щось) на конкретні дії
to address [=tackle] a challenge	вирішити проблему, впоратись із викликом
to matter	мати значення
gender parity	гендерна рівноправність
ageing populations	старіння населення
to forge public-private partnerships	налагоджувати публічно-приватне партнерство
to reduce greenhouse gas emissions	зменшити викиди вуглекислого газу
malnutrition	недоїдання
hunger	голод
drought	посуха
changing rainfall patterns	зміна розподілу опадів
a global commitment (to sth/doing sth/do sth)	глобальне зобов'язання
vulnerabilities	вразливість
a drop in levels (of sth)	падіння рівня (чогось)
to disrupt (sth)	порушити, вивести з рівноваги (щось)
ubiquitous	повсюдний/всюдисущий
seismic change	кардинальна зміна/зсув
to make economic sense	бути економічно доцільним
awareness (of sth)	рівень обізнаності (про щось), обізнаність/усвідомлення (чогось)
single-issue	що зосереджується на одному питанні / стосується одного питання
awareness-raising campaign	просвітницька кампанія
to bridge the gap	зменшити розрив
at the same speed	з такою ж швидкістю
to strike a deal	укласти угоду
bilateral deal	двостороння угода
global trade framework	механізм регулювання глобальної торгівлі
growing unease (over sth)	все більше занепокоєння (чимось)
noncommunicable disease	неінфекційне захворювання
prohibitive cost	непомірна вартість/витрата

POST-READING

Assignment 1. Answer the questions. Use them to prepare a short summary of the text.

1. Can global challenges be solved by countries alone, without support from the private sector?
2. How should agriculture sectors adapt to the future in order to avoid a global food crisis?
3. What consequences of climate change can be observed now? What has been done to make them less severe?
4. How has the global financial crisis affected the financial system?
5. Is the development of the internet a positive or negative trend?
6. Why is it important to achieve gender equality? What has been done in that regard?
7. Has the global trade framework been able to keep up with change?
8. What challenges do healthcare systems face worldwide?

Assignment 2. Choose the best option (A, B, C or D).

1. The demand for food in the future will be...
 - A. ...less than today.
 - B. ...roughly the same as today.
 - C. ...greater than today.
 - D. ...difficult to predict.
2. In 2015, countries agreed to do what in order to combat climate change?
 - A. To limit the rise in global temperatures.
 - B. To change rainfall patterns.
 - C. To get rid of greenhouse gas emissions.
 - D. To prevent extreme weather events.
3. The spread of the Internet signifies...
 - A. ...the Second Industrial Revolution.
 - B. ...the Third Industrial Revolution.
 - C. ...the Fourth Industrial Revolution.
 - D. ...the Fifth Industrial Revolution.
4. What is the common disadvantage of campaigns for gender equality?
 - A. They are supported by non-government organisations only.
 - B. People generally know little about the issue.
 - C. It does not bring any economic benefits.
 - D. They are too focused on one particular aspect of the issue.
5. The problem with the current global trade and investment system is that...
 - A. ...it enjoys little popularity.
 - B. ...it falls behind the dynamic of bilateral agreements.
 - C. ...it makes states feel uncertain about their future.
 - D. ...it does not involve all countries.

Assignment 3. Complete the following sentences using focus vocabulary.

1. Global challenges ... to the world; that is why they need to be ... by turning promises ... action.
2. In order to tackle food security, we must take into account ... parity and ageing ..., as well as ... public-private partnerships.
3. Global warming has given rise to extreme weather conditions such as ..., storms and changing rainfall
4. The global financial crisis resulted in a ... levels of public trust and exposed ... within the financial system.
5. Thanks to the ... mobile internet, we can keep in touch from anywhere on the globe, but its growth has already ... some of the usual business and governance models.
6. Achieving gender equality ... economic sense and requires numerous ... campaigns.
7. Governments have ... a string of ... in recent years, but the global trade framework has not evolved ... same speed.
8. More needs to be done to address the over healthcare, including the rise of ..., or NCDs, and the ... costs of care.

Assignment 4. What do you know about the World Economic Forum? Read the following to check. Do additional research and share your findings in class.

The World Economic Forum (WEF) is an international advocacy non-governmental organization and think tank, based in Cologny, Canton of Geneva, Switzerland. It was founded on 24 January 1971 by German engineer Klaus Schwab. The foundation's stated mission is "improving the state of the world by engaging business, political, academic, and other leaders of society to shape global, regional, and industry agendas".

VOCABULARY

Assignment 1. Match the following words to make up collocations.

- | | |
|--------------------|----------------|
| 1) ageing | a) change |
| 2) awareness | b) commitment |
| 3) gender | c) cost |
| 4) global | d) disease |
| 5) noncommunicable | e) parity |
| 6) prohibitive | f) patterns |
| 7) rainfall | g) populations |
| 8) seismic | h) raising |

Assignment 2. Suggest the words from the focus vocabulary list which are synonyms for the following.

- 1) to reach, to achieve, to arrange (a deal)
- 2) to tackle, to confront, to attend to (a challenge)
- 3) a decrease, a fall, a decline
- 4) to decrease, to lessen, to bring down
- 5) worry, anxiety, disquiet

Assignment 3. Translate the following words and phrases from English into Ukrainian and vice versa.

To turn into action; to forge public-private partnerships; malnutrition; drought; to disrupt; to make economic sense; an awareness-raising campaign; at the same speed; a global trade framework.

Впоратись із викликом; мати значення; зменшити викиди вуглекислого газу; голод; вразливість; всюдисущий; що зосереджується на одному питанні; зменшити розрив; двостороння угода.

Assignment 4. Choose the best word from the box to complete the following sentences. Make changes if necessary.

global commitment · drought · turn words into action · ageing populations bridge the gap · changing rainfall patterns · malnutrition · strike a deal

1. International organisations argue that we need a stronger ... if we want to meet climate-related targets by 2030.
2. Many regions are facing severe ..., which threatens agriculture and access to drinking water.
3. Governments must ... by translating pledges into real policies on the ground.

4. Rapid population growth in some areas contrasts sharply with ... in others, creating new social pressures.
5. Local charities often work to ... in education and healthcare between urban and rural areas.
6. Scientists warn that ... could severely affect food production across the continent.
7. Development programmes aim to tackle both ... and poor sanitation in remote communities.
8. Several countries have agreed to ... to cut tariffs and strengthen cooperation on green technologies.

noncommunicable diseases · awareness-raising campaign · address a challenge
prohibitive cost · drop in · bilateral deal · ubiquitous · seismic change

1. Activists launched a(n) ... to inform young people about the risks of extreme weather events.
2. Economists fear a(n) ... global investment if political tensions continue to grow.
3. Leaders are trying to ... that allows both sides to benefit economically without harming labour protections.
4. Many households cannot afford renewable-energy systems because of their
5. Policymakers need to ... by finding solutions that consider economic, social, and environmental factors together.
6. Public health experts highlight that ... such as diabetes and heart disease now affect millions worldwide.
7. Some experts believe the world is undergoing a ..., reshaping energy use, migration, and trade patterns.
8. Technological tools have become so ... that they now influence nearly every aspect of modern life.

Assignment 5. Study the following schematic. Then, complete the following sentences with one of the collocations. Sometimes, more than one option is correct.

GLOBAL

at a/the ~ level
~concern/issue
~governance
~economy
~leadership
~market
on a ~ scale
~trade
~warming

INTERNATIONAL

~airport
~community
~corporation
~flight
in the ~ arena
~organisation
~relations
~trade
~waters

1. It's fair to say the pandemic hasn't seen the kind of **global/international** ... one might have hoped for.
2. The war could impact the economy on a **global/international**
3. One of the most concerning impacts of **global/international** ... is the effect warmer temperatures will have on Earth's polar regions.
4. This act is unacceptable and must be firmly opposed by the **global/international**
5. Despite all their dominance in the **global/international** ..., their rise to power has brought problems.
6. The Organisation will enforce the maritime law and ensure that ships follow all safety protocols in the **global/international**

Assignment 6. Fill in the gaps with the correct form of the capitalised word.

Global challenges such as climate change and inequality require coordinated international action. Recently, a major charity launched a(n) **1)** ... campaign to inform communities about the dangers of extreme weather events and the importance of water conservation. Several governments have renewed their **2)** ... to cutting carbon emissions, although experts argue that more ambitious targets are still needed.

AWARE

COMMIT

Many regions continue to face food shortages linked to long periods of **3)** ..., forcing families to rely on emergency aid. Scientists warn that increasingly **4)** ... rainfall patterns could make farming far more unpredictable in the coming decades.

**HUNGRY
CHANGE**

At the same time, the cost of modern, low-carbon technologies remains **5)** ... for households with limited incomes. Studies also highlight the particular **6)** ... of older adults during heatwaves, as they are more likely to suffer serious health effects.

**PROHIBIT
VULNERABLE**

Meanwhile, there is growing public **7)** ... about whether new trade agreements will truly support sustainable development. Many experts believe that improving global trade rules could help strengthen international **8)** ..., creating fairer long-term opportunities.

UNEASY

PARTNER

TRANSLATION

Assignment 1. Read and translate the following text from English into Ukrainian. Why is international cooperation essential to tackle global challenges?

Meeting Global Challenges: International Cooperation in the National Interest

Most peoples' lives are grounded in local and national contexts and conditions. Yet, more and more those lives are shaped by events, decisions and politics beyond national borders. People pay taxes for local and national healthcare, but some of the gravest threats to health arise from infectious diseases that respect no borders. Among other reasons, people vote for governments on the basis of their economic and fiscal policy, but those policies are heavily constrained by international financial, trade and investment circumstances. Moreover, both people and governments recognize that their "national" security is determined in large part by the actions and attitudes of groups and governments far afield.

Indeed, the world's promise can be realized and its perils restrained only through extensive and ambitious cooperation across borders. Ours is a world of shared risks and common opportunities, grounded in the realities of mutual dependence and growing interconnection. All peoples' health, security and prosperity depend in part on the quality of their international cooperation, as does the health of the environment.

Because this is so, international cooperation has evolved from being a sphere of interstate negotiations on foreign policy matters to a central part of how governments and people manage their day-to-day lives. And it has been a powerful and tangible force for progress. Past successes provide solid evidence for what can be achieved in the future. With shared vision and collective action, major accomplishments can be realized. The spread of infectious diseases can be halted, their effects cured. Climate change can be slowed, its effects mitigated. International terrorism can be deterred, and the use of weapons of mass destruction prevented. These goals are difficult, but achievable, as well as the goal of expanding the prosperity that arises from a combination of peace and security, financial stability and international trade.

These global issues pose special challenges. In broad terms, the goals are widely shared, and all states have national interests in achieving them; but in most instances, no state and no private actor, however rich and powerful, can achieve them alone. Only by acting together, by cooperating across borders, can problems like these be effectively and efficiently addressed. International cooperation is in the national interest of all states.

Assignment 2. Translate the following sentences from Ukrainian into English using focus vocabulary.

1. Якщо не буде взяті глобальне зобов'язання дбати про навколишнє середовище, людство приречене зазнавати постійних стихійних лих, таких як посухи і потопи.

2. Програма розвитку ООН прогнозує, що за нинішніх темпів гендерну нерівність можна буде подолати тільки у XXII столітті.
3. Усі погоджуються з необхідністю скорочення викидів вуглекислого газу, але ніхто не воліє вживати конкретних заходів для досягнення цієї мети.
4. Глобальна система охорони здоров'я потребує кардинальної реформи, оскільки зараз вона нездатна запобігти поширенню неінфекційних захворювань.
5. Побуває думка, що технологічний прогрес, зокрема поширення штучного інтелекту, лише поглибить нинішню економічну нерівність замість подолати її.
6. Повсюдні комунікаційні технології та поширення інтернет-зв'язку не тільки спростили наше спілкування, а й призвели до зростання дезінформації та фейків.
7. Старіння населення і падіння рівня народжуваності загострюють демографічну кризу, причому наразі вона стосується насамперед країн Заходу.
8. Ця інформаційно-просвітницька кампанія має на меті показати, як кожен із нас може зробити внесок у пом'якшення наслідків глобального потепління.
9. Завдяки зусиллям міжнародної спільноти механізми регулювання глобальної торгівлі стали справедливішими і сприятливішими для розвиткових країн.
10. Пандемія коронавірусу порушила функціонування систем охорони здоров'я багатьох країн світу, яким було важко впоратись із цим викликом.

Assignment 3. Translate the following text into English, paying attention to the underlined words and phrases.

Глобальні проблеми сучасності

Глобальні проблеми – це всезагальні проблеми, що відзначаються загальнопланетарним за своїми масштабами і значенням характером, пов'язані з життєвими інтересами народів усіх країн, становлять загрозу життю для всього людства і можуть бути вирішені спільними діями всіх країн світу.

Серед глобальних проблем найчастіше фігурують проблеми миру та роззброєння, екологічна, демографічна, енергетична, сировинна, продовольча, подолання бідності та відсталості. У міру розвитку людської цивілізації можуть виникати і вже виникають нові глобальні проблеми. Так, до групи глобальних стали відносити проблему освоєння та використання ресурсів Світового океану, освоєння та використання космосу. Дослідження цих проблем дозволяє помітити, що вони тісно взаємопов'язані, зокрема, енергетична та сировинна проблеми співвідносяться з екологічною, екологічна з демографічною, демографічна з продовольчою і т. д.

Зміни, що відбулись у 1970 – 80-ті і особливо в 90-ті рр., дозволяють говорити про зміну пріоритетів у глобальних проблемах. Якщо в 1960 – 70-х рр. головною вважалась проблема запобігання світової ядерної війни, то нині на перше місце одні спеціалісти висувають екологічну проблему, другі – демографічну, а треті – проблему бідності та відсталості. Проте з певною умовністю всі ці проблеми можна назвати пріоритетними, оскільки глобальні проблеми безпосередньо пов'язані з виживанням людства.

Глобальні проблеми мають яскраво виражений економічний аспект. Вони впливають на структуру відтворення, на динаміку економічних процесів, на пошуки ефективних форм і методів управління. Успішне вивчення глобальних проблем можливе лише в рамках аналізу всієї системи світового господарства.

Незважаючи на всю різноманітність глобальних проблем, вони мають загальну специфіку, що виділяє їх на фоні інших проблем світової економіки. Специфіка глобальних проблем полягає в наявності ряду спільних рис:

- 1) кожна з проблем і всі разом принципово важливі для майбутнього людства. Затримка з їх вирішенням являє собою смертельну загрозу цивілізації або деградацію умов життя і виробничої діяльності на Землі;
- 2) у них проявляється поглиблення і ускладнення світогосподарських зв'язків та інтернаціоналізація інших суспільних процесів на Землі;
- 3) їх розв'язання можливе лише за умови об'єднання зусиль усіх держав і народів. Знайти рішення глобальних проблем – значить забезпечити умови виживання всіх народів і подальший розвиток цивілізації.

COMMUNICATION

Debate

Assignment 1. Choose one of the following topics. Decide which argument – for or against – you agree with. Take part in a debate in class.

1. Global challenges like climate change require a global commitment before local action can truly matter.
 - **For:** Only global cooperation can significantly reduce greenhouse gas emissions and respond to changing rainfall patterns and drought at the same speed worldwide.
 - **Against:** Local governments can turn ideas into action faster and address the challenge more effectively in their own communities.
2. Governments should prioritise tackling hunger and malnutrition over long-term climate goals.
 - **For:** Hunger is an urgent crisis that affects vulnerable populations now, while climate action often shows results only after a drop in levels of emissions over time.
 - **Against:** Climate change directly disrupts food systems, and without climate action, problems like malnutrition and drought will worsen.
3. Achieving gender parity is as important as responding to ageing populations.
 - **For:** Gender equality leads to economic growth and helps societies adapt to seismic change in the labour market.
 - **Against:** With ageing populations, healthcare and pensions matter more, and resources should focus on older citizens first.
4. Governments should invest more in preventing noncommunicable diseases than in treating them.
 - **For:** Prevention makes economic sense, as treatment often has a prohibitive cost and prevention campaigns raise awareness of healthy lifestyles.
 - **Against:** Awareness alone does not bridge the gap for people who already suffer from serious health conditions.
5. A strong global trade framework is better than bilateral deals for dealing with global challenges.
 - **For:** Multilateral cooperation can strike a deal that protects weaker economies and reduces growing unease over unfair competition.
 - **Against:** Bilateral deals are more flexible and allow countries to move forward without being slowed down by single-issue disagreements.

Writing (proposal)

Assignment 2. Study the following and explain in the words of your own what a proposal is and for what purpose it is written.

*A **proposal** is a formal piece of writing in which you suggest ideas or solutions to a problem. Its main purpose is to explain what should be done and why it would be effective. Proposals are often written for teachers, organisations or decision-makers. They usually include a clear structure with an introduction, suggestions and a conclusion. The language should be polite, clear and slightly formal. A good proposal focuses on practical ideas and explains the benefits of each suggestion.*

Assignment 3. Study the proposal below. Which topic from Assignment 1 is it about? What is the structure of the proposal?

Introduction

This proposal aims to suggest practical measures to reduce the impact of noncommunicable diseases through prevention rather than treatment.

Current Situation

Noncommunicable diseases such as heart disease and diabetes are increasingly common and place a heavy burden on healthcare systems. Treating these conditions often involves a prohibitive cost, while many causes are linked to lifestyle choices and lack of awareness.

Proposed Measures

It is recommended to invest in nationwide awareness-raising campaigns that promote healthy eating, regular exercise and reduced tobacco use. Schools and workplaces could play an important role in spreading information and encouraging healthier habits. In addition, partnerships with local businesses could help make healthier food options more affordable.

Benefits

Preventive action makes economic sense, as it can reduce long-term healthcare costs and improve quality of life. Increased awareness would help people make informed decisions and lower the number of preventable illnesses.

Conclusion

In conclusion, prioritising prevention is a sustainable and cost-effective way to address noncommunicable diseases and protect public health.

Assignment 4. Write your own proposal on one of the following topics. You may dwell upon your ideas from Assignment 1. Make use of the Useful Tips box below.

1. You are a member of a youth advisory group discussing ways to respond to climate change. The group believes that words must be turned into action and that effective solutions are urgently needed. Write a proposal (160–180 words) for an international organisation in which you:

- suggest practical actions to reduce greenhouse gas emissions,
- explain whether global cooperation or local action should be prioritised,
- describe the benefits of your proposals.

2. You are working with a non-governmental organisation that supports vulnerable communities affected by hunger and climate change. The organisation wants to decide where to focus its resources. Write a proposal (160–180 words) in which you:

- suggest practical ways to tackle hunger and malnutrition,
- explain how climate problems such as drought affect food security,
- recommend which issue should be prioritised and why.

3. You are part of a government advisory group discussing future social policy. The group is concerned about both gender parity and the challenges created by ageing populations. Write a proposal (160–180 words) in which you:

- suggest measures to improve gender equality,
- explain how an ageing population affects the economy and society,
- recommend how governments can balance these two priorities.

Useful Tips

Key Features of a Proposal

- Formal but clear language
- Clear structure with headings
- Practical and realistic suggestions

Structure

1. **Introduction** – State the purpose of the proposal
2. **Problem / Situation** – Describe the issue
3. **Suggestions** – Present solutions using polite language
4. **Benefits** – Explain advantages
5. **Conclusion** – Summarise and restate the aim

Useful Language

- *The aim of this proposal is to...*
- *It would be beneficial to...*
- *This could lead to...*
- *In conclusion...*

Video (Global Issues and Modern Challenges)

Assignment 5. How does historical events affect current global challenges? Does technological and social development bring about new challenges, and if yes, what are they? Is it possible to borrow history's lessons to tackle the challenges of today?

Assignment 6. Before watching, make sure you know the following words and phrases. Match them with the appropriate definitions.

- | | |
|--------------------------------|---|
| 1) colonisation | a) a company that is owned by all the people who have shares in it |
| 2) globalisation | b) an act of protecting a person or an animal from catching a particular disease by injecting them with a mild form of the disease |
| 3) inoculation | c) for each person |
| 4) joint-stock company | d) the act of taking control of an area or a country that is not your own and sending people from your own country to live there |
| 5) mercantilism | e) the economic theory that trade increases wealth |
| 6) per capita (<i>Latin</i>) | f) the increasing interdependence of the world's economies, cultures, and populations |
| 7) the Enlightenment | g) the period in the 18th century in Europe when many writers and scientists began to argue that science and reason were more important than religion and tradition |

Assignment 7. Watch the video and check your answers in Assignment 1. Name specific global issues mentioned in the video and the ways in which history can help deal with them.

Assignment 8. Complete the following sentences on your own, then watch the video again and check your answers.

- (00:58 – 01:14) From medicine and communication to energy and transportation, today's systems began to take ... in the early modern period when people started exploring the world, building global economies and ... old ideas about power and rights.
- (02:27 – 02:48) Thinkers like John Locke argued that governments exist to ... the people, not the other way around. He believed citizens were born with ... rights and that it was the government's job to protect them. These ideas help shape revolutions, reform movements, and serve as the ... of modern democratic systems.

- (03:05 – 03:21) From the industrial revolution to today, workers around the world have demanded ... wages, safe working conditions and ... hours. These are not just economic concerns. They're human rights that should be protected by modern governments based on ... principles.
- (05:34 – 05:54) During the early modern period, new economic systems emerged. ... encouraged countries to gain wealth by controlling trade and ... new lands. Banks and ... grew to support these efforts. Industrialism laid the ... for mass production and global markets.
- (06:22 – 06:44) Can you recall parts of the world that were negatively impacted by ...? This map shows the gross domestic product ... – the value of goods and services produced per person of the world in 2021. This is often used as a tool to compare the wealth of different countries.
- (09:09 – 09:28) Inventions like the telescope, microscope, and ... revolutionized how people understood the world and improved daily life. These ... helped launch entire fields like medicine, engineering, and astronomy and continue to influence how we solve problems today.

Assignment 9. Discuss the following questions from the video in groups. Share your ideas in class.

- What connections can you make between early democratic ideas and today's struggles for fair treatment in the workplace?
- What are some ways we can make work and trade more fair for everyone?
- How can we blend science and cooperation to build a stronger, fairer future for everyone?

Assignment 10. The video mentions democracy, trade, and science and technology as areas of global development. In groups, choose one of them and think of current global challenges within this area. What can be done to tackle them? Share your findings in class.

UNIT 3. NATIONAL AND INTERNATIONAL SECURITY

LEAD-IN

- What does the term 'security' imply?
- What are security challenges?
- Is collective security achievable? What prerequisites must be met for it to work?

READING

Assignment 1. In groups, think of concepts that relate to 'national security' and 'international security'. Create mind maps and compare your findings in class.

National security refers to the protection of a nation-state from external threats, which includes safeguarding its government, economy, and citizens from risks such as economic warfare, global terrorism, and cyber-attacks that can adversely impact both national interests and businesses.

International security is a term which refers to the measures taken by states and international organizations, such as the United Nations, European Union, and others, to ensure mutual survival and safety. These measures include military action and diplomatic agreements such as treaties and conventions. International and national security are invariably linked.

Assignment 2. Scan the text to find approaches to national security and related concepts. What do you know about them? Then, read the text closely to check your knowledge.

A Short History of National Security

Modern concepts of national security arose in the 17th century during the Thirty Years War in Europe and the Civil War in England. In 1648, the Peace of Westphalia established the idea that the nation-state had sovereign control not only of domestic affairs such as religion, but also of external security.

The idea of the nation-state is commonplace today, yet it would be wrong to assume that it is the only way to look at international security. The pre-Westphalia international system was based on the assumption that there existed a universal principle governing the affairs of states led by emperors, popes, kings, and princes. That was indeed the principle of the Holy Roman Empire. The new idea of the nation-state took a different approach. Peace and stability could be better served if people were not slaughtering each other over some universal principle—in that case, religion. It would be far better to have an international system based on the equilibrium of nation-states dedicated to the limited purposes of national sovereignty and self-defense.

This idea was challenged by the philosopher Immanuel Kant (1724–1804), who resurrected the 'universal principle' idea not in the old religious context, but in a secular one inspired by the Enlightenment. In his 1795 essay “Perpetual Peace: A Philosophical Sketch,” he outlined his idea that the system of nation-states should be replaced by a new enlightened world order. Nation-states should subordinate their national interests to the common good and be ruled by international law.

Thus was born the secular view of supranational institutions governing international affairs, which today is reflected in the global worldview of liberal internationalism and most clearly manifested in the United Nations.

It is important to keep these two schools of thought in mind when considering the various definitions of national security. They are present in current debates over national sovereignty, international law, and the role of international institutions in world affairs. American liberal internationalists for example, with their dedication to the United Nations and international governance, are neo-Kantians, whereas realists tend more to the views of Thomas Hobbes (1588–1679), Hugo Grotius (1583–1645), and other philosophers who espoused the supremacy of the nation-state.

Some Basic Definitions

Before analyzing different definitions of national security, it is important to understand some of the concepts the term incorporates.

The first is the concept of *power*. It can best be defined as a nation’s possession of control of its sovereignty and destiny. It implies some degree of control of the extent to which outside forces can harm the country. *Hard*, or largely military, power is about control, while *soft* power is mainly about influence—trying to persuade others, using methods short of war, to do something.

Instruments of power exist along a spectrum, from using force on one end to diplomatic means of persuasion on the other. Such instruments include the armed forces; law enforcement and intelligence agencies; and various governmental agencies dedicated to bilateral and public diplomacy, foreign aid, and international financial controls. Variables of power include military strength, economic capacity, the will of the government and people to use power, and the degree to which legitimacy—either in the eyes of the people or in the eyes of other nations or international organizations—affects how power is wielded. The measure of power depends not only on hard facts, but also on perceptions of will and reputation.

Another term to understand properly is *military strength*. This term refers to military capacity and the capabilities of the armed forces, and it is a capacity that may not actually be used. It often is understood as a static measure of the power of a country, but in reality, military strength is a variable that is subject to all sorts of factors, including the relative strength of opponents, the degree to which it is used effectively, or whether it is even used at all.

Force is the use of a military or law enforcement capacity to achieve some objective. It is the actual use of strength and should not be equated with either strength or power per se. Using force unwisely or unsuccessfully can diminish one’s power and strength.

By the same token, using it effectively can enhance power. Force is an instrument of power just as a tool or some other device would be, but unlike institutional instruments like the armed forces, its use in action is what distinguishes it from static instruments of strength like military capacity. Thus, force should be understood narrowly as an applied instrument of coercion.

Finally, there is *national defense*. Strictly speaking, this refers to the ability of the armed forces to defend the sovereignty of the nation and the lives of its people; however, since the attacks of September 11, 2001, the mission of homeland security—using domestic as well as military instruments to defend the nation from terrorist and other attacks either inside or outside the country—has come to be understood as an element of national defense.

Focus Vocabulary

commonplace	поширений, звичний
to slaughter	убивати, влаштовувати різанину
equilibrium	рівновага
self-defense [defence (<i>British English</i>)]	самооборона / самозахист
enlightened	просвітлений; вільний від упереджень
common good	загальне благо
supranational institutions	наднаціональні інституції
to espouse	підтримувати (<i>ідею, план тощо</i>)
power	сила; влада, повноваження
short of (sth)	окрім як / за виключенням
armed forces	збройні сили
law enforcement / intelligence agencies	правоохоронні / розвідувальні органи
public diplomacy	публічна дипломатія
variable	змінна
hard facts	безкомпромісні факти
hard power / soft power	"жорстка сила" / "м'яка сила"
capacity / capability	потенціал / спроможність
military strength	військова міць/могутність
force	сила
per se	по суті
to diminish	зменшувати, применшувати
by the same token	аналогічним чином
coercion	примус
homeland security	внутрішня безпека

POST-READING

Assignment 1. Answer the questions. Use them to prepare a short summary of the text.

1. When and how did the modern understanding of national security emerge?
2. What are the two basic approaches to national security? What is similar and different between them?
3. What is power? What is the difference between hard and soft power?
4. Compare the concepts of military strength and force. How are they measured?
5. How did the idea of homeland security come into existence and how is it related to national defence?

Assignment 2. Decide whether the following statements are true or false. Explain your choice.

1. There is little difference between modern and pre-Westphalian concepts of national security.
2. Immanuel Kant came up with his idea of national security through religion.
3. Unlike hard power, soft power focuses on encouraging foreign states to behave in a particular way rather than force them.
4. Applying the concept of military strength does not allow us to compare different countries' capabilities.
5. Force is essentially the employment of a state's military capabilities.
6. The notion of homeland security is closely related to the recent history of Europe.

Assignment 3. Complete the following sentences using focus vocabulary.

1. One of the earlier approaches to national security provided for a system where nation-states were in an ... and were dedicated to national sovereignty and
2. Kant ... the idea of an ... world order, from which was born the secular view of ... governing international affairs.
3. Power is related to numerous instruments, including the ... forces, ... and intelligence ..., bilateral and ... diplomacy.
4. The definition of military strength encompasses military ... and the ... of the armed forces. It is subject to the relative ... of opponents.
5. If a state does not use force wisely, it can ... its power; however, effective use of power can ... it.
6. After the 9/11 attacks, the concept of ... security has been associated with domestic as well as military instruments to defend the nation from terrorist and other attacks.

Assignment 4. The text mentions some philosophers whose works are considered to be a contribution to the field of International Relations. What do you know about them? Match their names and short bios. Do some research at home and share your findings in class.

- | | |
|------------------|--|
| 1. Immanuel Kant | A. (1588 – 1679) was an English philosopher, best known for his 1651 book <i>Leviathan</i> , in which he expounds an influential formulation of social contract theory. He is considered to be one of the founders of modern political philosophy. |
| 2. Thomas Hobbes | B. (1583 – 1645), was a Dutch humanist, diplomat, lawyer, theologian, jurist, statesman, poet and playwright. He was a major figure in the fields of philosophy, political theory and law. Along with the earlier works of Francisco de Vitoria and Alberico Gentili, his writings laid the foundations for international law. |
| 3. Hugo Grotius | C. (1724 – 1804) was a German philosopher. Born in Königsberg, he is considered one of the central thinkers of the Enlightenment. His comprehensive and systematic works in epistemology, metaphysics, ethics, and aesthetics have made him one of the most influential and highly discussed figures in modern Western philosophy. |

VOCABULARY

Assignment 1. Match the following words and phrases with their definitions.

- | | |
|----------------------|--|
| 1) coercion | a) a way of dealing with other countries that involves using economic and cultural influence to persuade them to do things, rather than military power |
| 2) hard power | b) an aggressive way of dealing with other countries that involves using the threat of military force to make them do what you want |
| 3) homeland security | c) any of the various government-sponsored efforts aimed at communicating directly with foreign publics |
| 4) law enforcement | d) capability in terms of personnel and materiel that affect the capacity to fight a war |
| 5) military strength | e) something you say or do in order to protect yourself when you are being attacked |
| 6) public diplomacy | f) the action of making somebody do something that they do not want to do, using force or threatening to use force |
| 7) self-defence | g) the agencies and personnel responsible for maintaining public order |
| 8) soft power | h) the national effort to prevent terrorist attacks, reduce vulnerability to terrorism, and recover from attacks within the United States |

Assignment 2. Suggest the words from the focus vocabulary list which are synonyms for the following.

- 1) ordinary, widespread, common
- 2) to support, to embrace, to back up
- 3) balance, stability
- 4) intimidation, pressure, compulsion
- 5) essentially, inherently, basically
- 6) aware, informed, broad-minded

Assignment 3. Translate the following words and phrases from English into Ukrainian and vice versa.

Commonplace; equilibrium; common good; short of something; intelligence agencies; hard facts; soft power; military strength; to diminish; coercion.

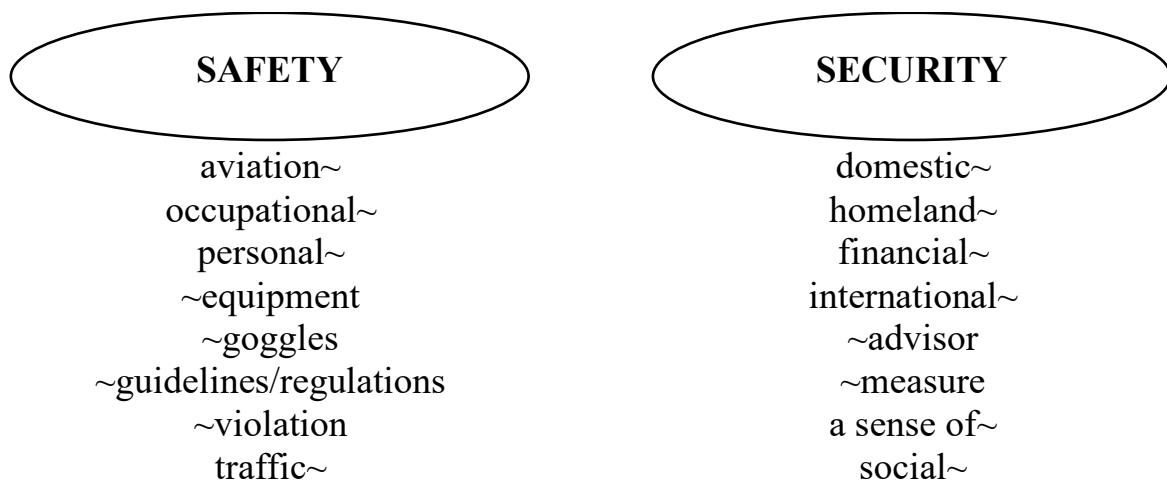
Самозахист; наднаціональні інституції; збройні сили; публічна дипломатія; правоохоронці органи; "жорстка сила"; змінна; по суті; аналогічним чином; внутрішня безпека.

Assignment 4. Choose the best word from the box to complete the following sentences. Make changes if necessary.

self-defence · armed forces · law enforcement
public diplomacy · hard power · homeland security

1. Close cooperation between ... agencies and intelligence services is essential to prevent terrorist attacks.
2. Every citizen has the right to act in ... when their life or property is under threat.
3. The country's ... were deployed to protect the border after reports of escalating tensions in the region.
4. The newly established department of ... coordinates efforts to protect the nation from both domestic and international threats.
5. Through effective ..., governments can build trust abroad and counter misinformation that threatens national interests.
6. While ... can deter aggression, it is often the combination of military strength and strategic dialogue that ensures long-term stability.

Assignment 5. Study the following schematic and work out the difference between 'safety' and 'security'. Then, complete the following sentences with either word.



1. Threats to personal ..., health, or life come in many different forms, for example, when a natural disaster strikes or during armed conflicts.
2. With the environment becoming increasingly risky, the sharing of ... equipment and communications technology is important.
3. Local meat lockers must follow strict meat ... guidelines.
4. A global review of the processes throughout the whole social ... system was carried out.
5. Any strategy for housing and social inclusion must, therefore, promote financial ..., tolerance for cultural difference and genuine political participation.
6. The national ... advisor serves as the principal advisor to the President of the United States on all national ... issues.

Assignment 6. Fill in the gaps with *one* suitable word.

In today's world, threats to national and international security have become almost commonplace, and governments can no longer rely solely on hard power to protect their citizens. Modern states must maintain strong armed **1)** ..., but they must also work closely **2)** ... law enforcement and intelligence agencies at home.

Some analysts argue that relying on military force is not enough per **3)** ..., because long-term stability depends on cooperation and the ability of supranational institutions to act for the common **4)** **5)** ... the same token, diplomats emphasise the role of public diplomacy, which many countries now espouse as part of an enlightened security strategy.

However, a difficult equilibrium must be kept. If a state falls **6)** ... of the capacity it needs to defend itself, it may be forced to take drastic measures. Decision-makers must therefore base their choices on **7)** ... facts, recognising that each situation is highly variable. They **8)** ... avoid actions likely to diminish their military strength, while still respecting the principles **9)** ... self-defence **10)** ... international law.

TRANSLATION

Assignment 1. Read and translate the following text from English into Ukrainian. How did the non-military understanding of national security come into existence? Provide relevant examples.

Non-Military Ideas of National Security

For most of the 20th century, national security was focused on military security, but as a concept, it expanded over time beyond what armed forces could do (or not do as the case may be). In 1947, the United States created the National Security Council to "advise the President with respect to the integration of domestic, foreign, and military policies relating to the national security...." In the wake of total war, and at the dawn of the nuclear age, it was well understood that the days of defining national security solely in terms of armies fighting it out in set-piece battles were things of the past.

Since then, national security has come to mean different things to different people. Today, there are all kinds of "national securities." They include economic security; energy security; environmental security; and even health, women's, and food security. This proliferation of definitions has not always been for the good. In some instances, for example, it is merely a rebranding of domestic agendas to shift resources away from the Pentagon. In other cases, it is adjusting to the complexities of a changing international environment.

The following list provides definitions of the major contending views of non-military definitions of national security, with no analysis of their merits or deficiencies.

- *Political security* refers to protecting the sovereignty of the government and political system and the safety of society from unlawful internal threats and external threats or pressures. It involves both national and homeland security and law enforcement.
- *Economic security* involves not only protecting the capacity of the economy to provide for the people, but also the degree to which the government and the people are free to control their economic and financial decisions. It also entails the ability to protect a nation's wealth and economic freedom from outside threats and coercion. Thus, it comprises economic policy and some law enforcement agencies but also international agreements on commerce, finance, and trade. Recently, it has been defined by some in a human security context to mean eradicating poverty and eliminating income inequality.
- *Energy and natural resources security* is most often defined as the degree to which a nation or people have access to such energy resources as oil, gas, water, and minerals. It would be more accurate to describe it as access freely determined by the market without interference from other nations or political or military entities for non-market, political purposes.
- *Homeland security* is a set of domestic security functions that since 9/11 have been organized in a single agency, the Department of Homeland Security. It includes airport and port security, border security, transportation security, immigration enforcement, and other related matters.
- *Cybersecurity* refers to protection of the government's and the peoples' computer and data processing infrastructure and operating systems from harmful interference, whether from outside or inside the country. It thus involves not only national defense and homeland security, but also law enforcement.
- *Human security* refers to a concept largely developed at the United Nations after the end of the Cold War. It defines security broadly as encompassing peoples' safety from hunger, disease, and repression, including harmful disruptions of daily life. Over time, the concept has expanded to include economic security, environmental security, food security, health security, personal security, community security, political security, and the protection of women and minorities. Its distinguishing characteristic is to avoid or downplay national security as a military problem between nation-states, focusing instead on social and economic causes and an assumed international "responsibility to protect" peoples from violence. It is to be determined and administered by the United Nations.
- *Environmental security* is an idea with multiple meanings. One is the more traditional concept of responding to conflicts caused by environmental problems such as water shortages, energy disruptions, or severe climate changes; it is assumed that these problems are "transnational" and thus can cause conflict between nations. The other, more recent concept is that the environment and the "climate" should be protected as ends in and of themselves; the assumption is that the environmental degradation caused by man is a threat that must be addressed by treaties and international governance as if it were the moral

equivalent of a national security threat. In the past, natural disasters were not considered threats to national security, but that presumption is changing as the ideology of “climate change” and global warming takes hold in the national security community.

Assignment 2. Translate the following from Ukrainian into English using focus vocabulary.

1. Військова могутність держави насамперед вимірюється спроможностями її збройних сил та відсотком ВВП, який витрачається на оборону.
2. Правоохоронні та розвідувальні органи є невід'ємною складовою інституційного забезпечення національної безпеки держави.
3. Створення по-справжньому глобального механізму безпеки потребує не лише обов'язкових правил, а й наднаціональних інституцій, які забезпечуватимуть їхнє виконання.
4. Використання "м'якої сили" для впливу на громадську думку іноземних держав, які здійснюють ворожу політику, стало поширеним явищем останніх десятиліть.
5. Публічна дипломатія – це цілеспрямована діяльність держави зі здійснення інформаційного впливу на думку і поведінку населення закордонних країн у контексті її зовнішньополітичних національних інтересів.
6. Міністерство внутрішньої безпеки США відповідальне за стримування внутрішніх безпекових загроз, включно з тероризмом, організованою злочинністю та наркоторгівлею.
7. Існують кілька показників військової могутності держави, але один із найбільш поширених – це відсоток витрат на оборону від валового внутрішнього продукту.
8. Система глобальної безпеки покликана забезпечити існування вільного від упереджень світового порядку, в якому застосування сили є крайнім засобом вирішення суперечок.
9. Статут ООН передбачає, що застосування сили в міжнародних відносинах заборонене за виключенням двох випадків: у разі самооборони та з дозволу Ради Безпеки.
10. На думку аналітиків, надмірна увага на засобах "м'якої сили" в останні роки несправедливо применшує роль, яку продовжує відігравати інструментарій "жорсткої сили" – примус і санкції.

Assignment 3. Translate the following text into English, paying attention to the underlined words and phrases.

Міжнародна безпека

Безпека міжнародна – стан міжнародних відносин, заснований на дотриманні всіма державами норм міжнародного права й загальновизнаних принципів, за

якого створюються умови, необхідні для існування та функціонування держав, забезпечення їхнього повного суверенітету, політичної та економічної незалежності, можливої відсічі воєнно-політичному натиску й агресії, рівноправних відносин з іншими країнами; універсальна система механізмів, заходів і гарантій, сукупність яких унеможливлує застосування сили.

Міжнародну безпеку розуміють у широкому й вузькому значенні слова. У широкому контексті вона передбачає комплекс політичних, економічних, гуманітарних, інформаційних, екологічних та інших аспектів безпеки; у вузькому – лише військово-політичні аспекти.

Міжнародна безпека покликана формуванню політику, що сприяє створенню ефективних гарантій миру як для окремої країни, так і всього світового співтовариства.

Сучасну міжнародно-політичну діяльність характеризують як хаотичну та непередбачувану, що зумовлено надзвичайно широкою палітрою інтересів, цілей і прагнень значної кількості міжнародних акторів. Найсерйозніші загрози міжнародній безпеці: війни, насильство, тероризм, можливість застосування радіологічної, ядерної зброї, хімічної зброї, біологічної зброї. Нейтралізація, усунення чи протидія цим загрозам можлива через колективні зусилля всіх учасників міжнародного політичного процесу.

Ядром і регулятором процесів у сфері міжнародної безпеки є держава. Систему міжнародної безпеки створюють із метою гарантування та зміцнення безпеки членів світового співтовариства, насамперед в особі держав. Вона ґрунтується на системі зобов'язань, гарантій і можливостей її суб'єктів.

За регіональним критерієм виокремлюють чотири системи міжнародної безпеки:

1. Глобальна – мережа політичних, економічних, військових та дипломатичних відносин між країнами та міжнародними організаціями, що спрямована на гарантування миру, стабільності та безпеки на світовому рівні. Прикладом такої системи був біполярний світ з системою протистоянь і стримувань, які існували з боку СРСР і США.
2. Регіональна – спирається на інститути безпеки в певному регіоні. В Європі основою регіональної системи безпеки є Організація Північноатлантичного договору (НАТО), Європейський Союз, Організація з безпеки та співробітництва в Європі (ОБСЄ).
3. Субрегіональна – система співробітництва та взаємодії між країнами, які належать до певного субрегіону, з метою гарантування безпеки та стабільності в ньому. Військова безпека можлива завдяки політичним, економічним, військовим і гуманітарним аспектами співробітництва (наприклад, Вишеградська група, Центральноевропейська ініціатива, Організація Чорноморського економічного співробітництва).
4. Національна – спрямована на реалізацію державою оптимальних внутрішніх і зовнішніх (міжнародних) умов для її існування та розвитку.

COMMUNICATION

Presentation

Assignment 1. Choose one of the following security concepts and prepare a short (5-7 minutes) presentation on it. In your presentation, outline the meaning of the term, debates around it, and examples of use in IR analysis. Do not forget to cite your sources at the end.

- Soft power
- Collective security
- Hard security state
- 'Responsibility to Protect' (R2P)
- Securitization (International Relations)

Writing (input-based essay)

Assignment 2. Look at the following task and decide what type of writing (report, letter, email, etc.) it is about and what its features are.

You have been discussing national and international security in class. Below are some notes made during a group discussion.

international cooperation helps prevent conflicts
military action can protect civilians but may increase instability
cyber threats and terrorism affect both national and global security
security policies must balance safety and human rights

Write an essay (180–200 words) in which you discuss how countries can best protect national and international security. You should:

- use all the notes provided,
- develop the ideas in your own words,
- add your own relevant example or opinion,
- organise your essay clearly with an introduction, main paragraphs and a conclusion.

Assignment 3. Read the text below and check your answer to Assignment 2. Choose the best options that complete the text.

*An input-based essay is a type of writing where you use information that **is given to you / you search by yourself**, such as notes, a text, or bullet points. Your task is to organise this input and develop it into a clear and well-structured essay. You **should / should not** copy the input directly, but explain the ideas in your own words. An input-based essay usually asks you to discuss a topic, give opinions, or compare ideas. It is important to select the most **relatable / relevant** points from the input. A good input-based essay shows understanding, clear organisation and **accurate / sophisticated** language.*

Assignment 4. Study the model answer to Assignment 2 and explain how it follows the requirements mentioned in Assignment 3.

National and International Security

National and international security are closely connected in today's world. Many modern threats do not stop at national borders, which means that countries must work together to stay safe.

One important way to protect security is through international cooperation. By sharing information and working together in organisations such as the United Nations or NATO, countries can prevent conflicts and respond more effectively to crises. Cooperation is especially important in dealing with terrorism and cyber threats, which can affect many countries at the same time.

Military action can sometimes be necessary to protect civilians, particularly in situations of serious violence. However, it may also lead to instability and long-term problems if it is not carefully planned. For this reason, military solutions should be used only when other options have failed.

Finally, governments must balance security with respect for human rights. Strong security policies are important, but they should not limit basic freedoms. In my opinion, the most effective approach combines cooperation, careful use of force and respect for human rights to ensure lasting security.

Assignment 5. Study the following task and write your own input-based essay (180-200 words). Use the Useful Tips below.

You have been discussing the concepts of soft power and hard power in international relations. Below are some notes from a class discussion.

soft power includes culture, education and diplomacy
hard power relies on military and economic pressure
soft power can improve a country's international image
hard power may achieve faster results but can cause resistance

Write an essay (180–200 words) in which you discuss the role of soft and hard power in international relations. You should:

- use all the notes provided,
- develop the ideas in your own words,
- add your own relevant example or opinion,
- organise your essay clearly with an introduction, main paragraphs and a conclusion.

Use a formal, neutral style appropriate for an academic essay.

Useful Tips

- Make sure you understand all the notes or points given before you start writing.
- You must include every note in your essay, but explain them in your own words.
- Paraphrase the ideas and develop them with explanations or examples.
- Write a clear introduction, one or two main paragraphs, and a conclusion.
- Most tasks require you to include a personal opinion or a relevant example.
- Connect your ideas with words like *however, moreover, for example, in conclusion*.
- Avoid informal language, contractions and very personal expressions.
- Leave time to check grammar, vocabulary, spelling and word count.

Video (What Is International Security?)

Assignment 6. How can you define international security? What aspects does it include? What concepts are related to national security?

Assignment 7. Before watching, make sure you know the following words and phrases. Match them with the appropriate definitions.

- | | |
|---------------|--|
| 1) accord | a) a difference, especially one connected with unfair treatment |
| 2) coercive | b) a formal agreement between two organizations, countries, etc. |
| 3) compliance | c) attempts to end a problem between two or more people or groups who disagree by talking to them and trying to find things that everyone can agree on |
| 4) disparity | d) intended to try to stop something that causes problems or difficulties from happening |
| 5) mediation | e) the practice of obeying rules or requests made by people in authority |
| 6) preventive | f) using force or the threat of force |

Assignment 8. Watch the video and check your answers in Assignment 1. List the key terminology from the video and make sure you can define it.

Assignment 9. Complete the following sentences, then watch the video again and check your answers.

- (00:10 – 00:31) International security is all about that cooperation. It involves the efforts of nations and organizations to ... against threats and maintain global

stability. This includes military, political, economic and environmental strategies aimed at ... conflicts and managing

- (00:34 – 00:44) Military security focuses on deterring aggression. Countries from defense ... control arms and engage in ... missions. ... measures like monitoring and early warning systems help avoid armed conflicts before they escalate.
- (01:22 – 01:31) International agreements and sanctions are tools used to address economic ... or ... practices that could lead to unrest.
- (01:31 – 01:46) Environmental security tackles climate-related risks and resource Global agreements like climate ... are crucial in promoting shared technologies to reduce
- (01:49 – 02:03) Organizations like the International Crisis Group play a vital role here. They engage in early intervention to ... tensions. This can involve ... where neutral ... facilitate dialogue between conflicting states or factions.
- (02:03 – 02:19) Monitoring is another key aspect as observers track ... with treaties or ceasefires. Sanctions can also be imposed to pressure aggressive actors without ... to military force. International policy is ... in this context.

Assignment 10. Discuss the following.

1. Which of the aspects of international security – military, political, economic or environmental – seems to play a more important role nowadays? Why?
2. How effective do you think preventive diplomacy is? Does it have any application when a conflict is ongoing?
3. What is the role of state and non-state actors in the international security framework? Do they have equal opportunities and influence and why is it so?

UNIT 4. INTERNATIONAL CONFLICTS

LEAD-IN

- What is international conflict?
- What are the reasons to redefine the term “international conflict”?
- Is humanity any closer to a conflict-free world?

READING

Assignment 1. What is conflict? Is it an integral part of our life/international relations? Read the following definition and discuss in groups.

*In its simplest form, **conflict** refers to the pursuit of incompatible goals by individuals or groups. In other words, conflict situations arise when individuals or groups identify a goal they want to secure in order to satisfy material interests, needs or values. When these perceptions lead to actions that come up against the interests, needs and values of others, a conflict dynamic occurs. This definition suggests a broader span of time and a wider class of struggle than just armed conflict. The use of such a broad definition allows for the consideration of any conflict, whether it is interpersonal or international, whether it is pursued by peaceful means or by the use of force.*

Armed conflict is a narrower category, denoting conflicts whereby parties on both sides resort to the use of force. It is difficult to define, as it includes situations ranging from a military overflight, an attack on a civilian by a single soldier, or an all-out war with massive casualties. Violent conflict or deadly conflict is similar to armed conflict, but it also includes one-sided violence, for example, genocide against unarmed civilians. It also encompasses the broader peace research concept of violence that includes exploitative social relations that cause unnecessary suffering (that is, structural violence). Contemporary conflict refers to the prevailing pattern of political and violent conflicts in the post-Cold War world, while contemporary armed conflict refers to those that involve the use of force.

Assignment 2. Scan the text and find two types of international conflict discussed in it. What is the difference between them? Then, read the text carefully and check your answer.

International Conflict

Traditionally, the term "international conflict" referred to conflicts between different nation-states and conflicts between people and organizations in different nation-states. Increasingly, however, it also applies to inter-group conflicts within one country when one group is fighting for independence or increased social, political, or economic power (e.g., Chechnya, Kosovo).

A distinction is made between *private-sector international conflicts*, which are conflicts between individuals and/or businesses, which just happen to come from two different countries, and conflicts between different national governments. Private conflicts are similar in nature to private domestic interpersonal or business conflicts except that they are further complicated by distance, culture, sometimes language, and an ambiguity regarding whose laws will be applied. Sometimes these issues become very difficult to handle, but increasingly, international business contracts call for dispute resolution through arbitration with one of many international arbitration organizations. This avoids jurisdictional disputes, and moderates some of the other complications as well.

Public international conflicts tend to be much more difficult to resolve. While this term was originally limited to conflicts between sovereign nation-states, in the last two decades, an increasing number of so-called "international" conflicts have actually been inter-group or communal conflicts within one country. (Examples are Ireland, Sri Lanka, Bosnia, Kosovo, Rwanda, and Chechnya.) In most of these cases, the issue in dispute has been the sovereignty of a particular ethnic group or region, and/or the equality of those ethnic groups in the political, social, and economic structures of their own societies. Until recently, the concept of sovereignty suggested that other nations should not become embroiled in such "internal" disputes. However, the human costs and changing values have made international intervention in these "domestic" conflicts increasingly common.

An example of a private sector international conflict would be a conflict between a U.S. computer company, and a Japanese company which was supplying motherboards for the U.S. company. If the Japanese company had a contract requiring them to ship 10,000 motherboards a month, but they only shipped 6,000, this would cause a private international conflict. It would not be a conflict that involved the U.S. government, but it would be one that would likely be handled in an international tribunal of some sort.

Examples of public international conflicts are in the news daily. The conflict between the U.S. and the Taliban is an international conflict, as is the conflict between India and Pakistan. But more and more conflicts within countries are considered "international," too, if international intervention is being contemplated or has actually occurred (as in Bosnia, Kosovo).

Conflict Resolution Approaches

As indicated above, private conflicts are usually resolved in the same way as they are domestically, once the jurisdictional issues are worked out, unless they are taken to an international body of some kind (such as an International Court of Arbitration), of which there are many.

Public conflicts can also be resolved by an international body, such as the U.N., but that does not occur very often. More often, the countries engage in diplomacy, negotiating a settlement to their differences, or they continue their conflict at varying degrees of intensity and violence. Sometimes mediators are brought in, who may be from the U.N., statesmen from third party nations (for example former statesmen such U.S. Senator George Mitchell in Northern Ireland or Jimmy Carter who continues to

operate independently as an international mediator, but with considerable experience and respect). At times intermediaries are private citizens, often members of one of the "peace churches," the Quakers or the Mennonites for example. In addition to mediating, the U.N. or other international bodies fairly routinely will send in "peacekeepers" – armed or sometimes unarmed military and/or civilian forces who simply position themselves between the warring factions in an effort to stop the violence (though they do nothing to solve the underlying conflict).

While peacekeeping is generally easier to accomplish than peacemaking (the negotiation of a peace agreement), it is not an end state. Rather it leaves the conflict in suspension until peacemaking can succeed. It has been charged that in some cases this suspension of hostilities detracts from the peacemaking process, as it becomes apparently unnecessary. The warring nations or factions become dependent on the provision of outside peacekeepers forever, which is seldom, if ever, a viable situation. (This charge has been leveled at the Cyprus situation, for instance.)

Focus Vocabulary

increasingly	усе більше/частіше
to fight for independence	боротись за незалежність
to make a distinction (between sth and sth)	проводити відмінність (між чимось і чимось)
private-sector international conflict	приватний міжнародний конфлікт
similar in nature (to sth)	схожий за природою (на щось)
domestic interpersonal or business conflicts	внутрішні міжособистісні чи бізнес-конфлікти
ambiguity	неоднозначність, двозначність
jurisdictional disputes	суперечки щодо юрисдикції
complications	ускладнення
public international conflict	публічний міжнародний конфлікт
to become embroiled (in sth)	опинитись втягнутим у
international intervention	міжнародне втручання
as indicated above	як зазначено вище
to work out sth / work sth out	розробити/продумати, вирішити щось
mediator [=intermediary]	посередник
statesman [=statesperson]	державний діяч
private citizen	приватна особа
peacemaking / peacekeeping	миротворчість (змушення до миру) / підтримання миру
to leave the conflict in suspension	залишити конфлікт у підвішеному/замороженому стані
to detract from (sth)	послаблювати, применшувати
warring factions	угруповання, що ворогують/воюють
a viable situation	прийнятна ситуація

POST-READING

Assignment 1. Answer the questions. Use them to prepare a short summary of the text.

1. What is the traditional interpretation of 'international conflict' and how has it changed?
2. What is the difference between private-sector and public international conflicts? Suggest relevant examples.
3. How are private-sector international conflicts usually resolved?
4. How are public international conflicts resolved?
5. What is the difference between peacemaking and peacekeeping?

Assignment 2. Choose the best option (A, B, C or D).

1. Private-sector international conflicts occur when...
 - A. ...a group is fighting for independence within a country.
 - B. ...governments settle their disputes through a mediator.
 - C. ...individuals from different countries have a disagreement.
 - D. ...an international organisation intervenes in a dispute.
2. Usually, the preferred way of resolving a private-sector international conflict is...
 - A. ...international intervention.
 - B. ...arbitration.
 - C. ...mediation.
 - D. ...peacebuilding.
3. Which of the following might NOT be intermediaries between the parties to a public international conflict?
 - A. A group of peacekeepers.
 - B. A peace church.
 - C. A statesperson.
 - D. An international organisation.
4. In international conflict resolution, the danger of peacekeeping is that...
 - A. ...it will not last for long.
 - B. ...the warring parties might attack peacekeepers.
 - C. ...it will require support of the United Nations.
 - D. ...the warring parties might become too reliant on it.

Assignment 3. Complete the following sentences using focus vocabulary.

1. It is relatively easy to make a ... between private-sector international conflicts and domestic ... conflicts; in the former case, there exists an ... in terms of what jurisdiction will apply.
2. States have traditionally not wanted to become ... public international conflicts, but international ... is becoming more common in order to save people's lives.

3. Ideally, international conflicts are resolved by countries themselves through direct negotiations or ..., for instance through an International Court of Arbitration, but sometimes a ... is required.
4. Different actors can play the role of a ..., including ..., such as former heads of state or lawmakers, and private ..., often members of one of the "peace churches."
5. While ... often leads to a suspension of hostilities between warring ..., it might also leave the conflict ..., which is rarely a ... situation.

Assignment 4. Choose one of the conflicts mentioned in the text, do additional research about its origins and current situation and share your findings in class.

VOCABULARY

Assignment 1. Add the missing prepositions to the following phrases.

between · for · from · in (x4) · out

- 1) to be embroiled ... a dispute
- 2) to be similar ... nature to this phenomenon
- 3) to detract ... the process
- 4) to fight ... independence
- 5) to leave the conflict ... suspension
- 6) to make a distinction ... public and private conflict
- 7) to propose an international intervention ... a conflict
- 8) to work ... a plan

Assignment 2. Suggest the words from the focus vocabulary list which are synonyms for the following.

- 1) internal, interior, home
- 2) vagueness, uncertainty, doubtfulness
- 3) problem, obstacle, aggravation
- 4) interference, intrusion, stepping in
- 5) hostile, enemy, battling
- 6) attainable, doable, feasible
- 7) postponement, pause, delay
- 8) to undermine, to taint, to vilify

Assignment 3. Translate the following words and phrases from English into Ukrainian and vice versa.

Increasingly; inter-group conflicts; to make a distinction; similar in nature to; ambiguity; jurisdictional disputes; to become embroiled in; as indicated above; statesman (statesperson); peacemaking; to leave the conflict in suspension; a viable situation.

Боротись за незалежність; приватні міжнародні конфлікти; внутрішні міжособистісні чи бізнес-конфлікти; ускладнення; міжнародне втручання; розробити/вирішити; посередник; приватна особа; послаблювати; підтримання миру.

Assignment 4. Choose the best word from the box to complete the following sentences. Make changes if necessary.

fight for · make a distinction between · become embroiled
work out · leave in suspension · detract from

1. Negotiators warned that unless both sides were willing to compromise, the talks could ... a long and costly conflict.
2. The minister tried to ... legitimate self-defence and acts of aggression.
3. Peace activists continue to ... greater transparency in the government's military operations.
4. The lack of reliable information tended to ... the seriousness of the humanitarian crisis.
5. Several neighbouring countries feared they might ... in the escalating conflict.
6. It took weeks for the two delegations to ... a plan acceptable to all parties.

ambiguity · complications · mediator
statesman · private citizen · intervention

1. The proposal was rejected because its language was full of ..., making it open to misinterpretation.
2. The government's sudden military ... surprised both allies and opponents.
3. A respected ... was appointed to help the rival groups reach common ground.
4. Even an experienced ... can struggle when the parties refuse to compromise.
5. The new policy risked creating further diplomatic ... rather than resolving the dispute.
6. The journalist stressed that she was speaking as a ..., not on behalf of any political organisation.

Assignment 5. Study the following scheme and work out the difference between 'peacekeeping', 'peacemaking', 'peacebuilding' and 'peace enforcement'. Then, complete the following sentences with one of the words.

PEACEKEEPING	the process of keeping peace and making sure the warring parties do not resort to hostilities, usually by means of a dedicated (peacekeeping) force
PEACEMAKING	measures to address conflicts in progress and usually involves diplomatic action to bring hostile parties to a negotiated agreement
PEACEBUILDING	the process of establishing a long-term settlement and ensuring that the warring parties do not reengage in hostilities
PEACE ENFORCEMENT	the application of a range of coercive measures, including the use of military force, to restore international peace and security

1. Long-term stability in the region depended on effective ... efforts, such as rebuilding schools and supporting local institutions.
2. Skilled diplomats were brought in for ... talks aimed at persuading both sides to agree to a ceasefire.
3. The UN sent troops on a ... mission to prevent further clashes between the two rival groups.
4. When the ceasefire was repeatedly violated, the international coalition turned to ... to stop the violence by force.

Assignment 6. Rewrite the following sentences so that they have a similar meaning to the original sentence, using the word given. Do not change the word given.

1. It is important to distinguish between public and private forms of international conflict when analysing global disputes. **DISTINCTION**

One should ... public and private forms of international conflict when analysing global disputes.

2. Some regions still struggle to attain self-government after decades of colonial rule. **INDEPENDENCE**

Some regions are still ... after decades of colonial rule.

3. These disputes often resemble domestic interpersonal or business conflicts, but on a larger scale. **NATURE**

These disputes are often ... domestic interpersonal or business conflicts, but on a larger scale.

4. The vagueness of legal systems across borders can cause serious difficulties in resolving international cases. **AMBIGUITY**

Because of ..., serious difficulties in resolving international cases might arise.

5. When states are involved in armed conflict against their will, diplomatic channels are often the first tools used to prevent escalation. **EMBROILED**

When states ..., diplomatic channels are often the first tools used to prevent escalation.

6. Failing to act decisively may temporarily freeze the conflict and prevent long-term peace. **SUSPENSION**

If no decisive action is taken, it will ... and prevent long-term peace.

TRANSLATION

Assignment 1. Read and translate the following text from English into Ukrainian. Name the tools of peacemaking and compare their features.

International Conflict Resolution: Peacemaking Tools

International conflict resolution includes interventions geared toward reducing violence in international conflicts, reducing the chances of such conflicts resulting in violence, or establishing and reinforcing institutions for the peaceful expression of differences. The international community's toolbox for conflict resolution has evolved into three broad categories: peacemaking, peacekeeping, and peace building.

Peacemaking includes activities to find a peaceful settlement to a conflict, such as coercive diplomacy, negotiation, official mediation, special envoys, arbitration, and litigation.

In *coercive diplomacy*, also called power politics or forceful persuasion, a powerful nation such as the United States or a coalition of countries such as the United Nations (UN) threatens to use force on a target state or other actor or to impose economic sanctions—or both—in order to dissuade conflict behavior. Economic sanctions can take the form of embargoing trade, halting foreign aid, or freezing a state's foreign assets. For instance, when Iraqi forces invaded Kuwait in 1990, the UN Security

Council (UNSC) passed a resolution that placed an embargo on Iraqi imports and exports. When Iraq failed to comply, a US-led international coalition threatened military force and finally resorted to military intervention in 1991 to oust Iraqi forces from Kuwait. The effectiveness of economic sanctions is contested on the grounds that they affect not only the political rulers, but also the largely innocent civilian populations. Also, unilateral use of force could be illegitimate if not backed by the international community, as was expressed by worldwide protests against the US military intervention in Iraq before the second Gulf War in 2003.

Negotiation is the process whereby conflicting parties neutralize their differences through consensus. Here, interdependence over shared resources fosters cooperation rather than competition. An example is the 1992 Convention on Biological Diversity (CBD), a legally binding international environmental agreement aiming to protect global biological resources. The CBD accommodates the needs of different country parties. For instance, industrialized country parties agree to provide financial and technological resources to support conservation efforts in developing countries.

If parties to a conflict cannot reach agreement by negotiation, they might seek *mediation*. An eminent personality (the mediator) moderates discussions between conflicting parties and encourages them to come to an agreement, which is not legally binding on the parties. For example, in Kenya in 2007, former UN Secretary-General Kofi Annan helped broker a power-sharing agreement that ended postelection violence in that country.

Contrary to mediation that brings conflict parties face-to-face, a *special envoy* sometimes acts as a go-between to facilitate communication between conflicting parties that cannot talk directly to each other and paves the way for negotiation. This is sometime called shuttle diplomacy. Special envoys can be highly respected persons such as diplomats, and they can act on behalf of international organizations such as the African Union (AU) or third governments.

Whereas diplomacy, negotiation, and mediation are based on consensus and are less costly in terms of time and financial resources, *arbitration* is a process in which conflicting parties appoint, by mutual agreement, a third party (arbitrator) to adjudicate an issue. Contrary to mediation, arbitration is adversarial and leads to a win-lose outcome that is binding on the parties. Sessions and decisions of arbitral tribunals are usually confidential, which permits parties to discuss sensitive issues easily. Arbitration is popular in solving economic and trade-related conflict; for instance, the appellate body of the World Trade Organization (WTO) acts as an arbitrator.

Litigation as a tool of international conflict resolution involves referring a conflict to an international court. Like arbitration, litigation is adversarial and results in one party being proven right and the other wrong. Proceedings are usually public, and the judges are not appointed by the parties to the particular conflict. For example, in conflicts over the interpretation of an international treaty, such as the CBD, the parties can refer the conflict to the International Court of Justice.

Assignment 2. Translate the following from Ukrainian into English using focus vocabulary.

Міжнародні конфлікти виникають, коли дві або більше сторін – держави, організації чи окремі особи – вступають у суперечки, що виходять за межі національних кордонів. Важливо розрізняти публічні та приватні міжнародні конфлікти. Публічні міжнародні конфлікти зазвичай стосуються держав або ворогуючих угруповань, що борються за незалежність або контроль над територією, тоді як приватні конфлікти за своєю природою схожі на внутрішні міжособистісні або ділові конфлікти, хоча вони відбуваються в міжнародному масштабі. Наприклад, компанії можуть стикатися з юрисдикційними суперечками або ускладненнями під час транскордонної торгівлі, що іноді вимагає арбітражу в міжнародному трибуналі.

Натомість публічні міжнародні конфлікти можуть вимагати міжнародного втручання або миротворчих зусиль. Державний діяч або посередник може виступати посередником між сторонами, допомагаючи їм досягти прийнятного рішення без застосування насильства. Однак часто існує неясності між законним втручанням і тим, що може сприйматися як вторгнення або втручання.

Як у публічному, так і в приватному контексті, вирішення конфліктів має на меті не залишити конфлікт у підвищеному стані, а досягти тривалого миру. Такі стратегії, як арбітраж, миротворчість та дипломатичне посередництво, можуть допомогти перетворити ворожість на співпрацю. Як зазначено вище, хоча масштаб і характер цих конфліктів можуть відрізнятися, принципи справедливості, діалогу та взаємної поваги залишаються важливими для запобігання ескалації суперечок та забезпечення того, щоб зусилля з вирішення конфліктів не заважали довгостроковій стабільності.

Assignment 3. Translate the following text into English, paying attention to the underlined words and phrases.

Міжнародні конфлікти в сучасній світовій політиці

Нині міжнародні відносини все ще залишаються сферою розбіжностей інтересів, суперництва, непередбачуваності, конфліктів і насильства. Можна стверджувати, що міжнародний конфлікт – це зіткнення двох або більше різноспрямованих сил з метою реалізації цілей та інтересів в умовах протидії.

Суб'єктами міжнародного конфлікту можуть бути держави, міждержавні об'єднання, міжнародні організації, організаційно оформлені суспільно-політичні сили всередині держави або на міжнародній арені.

Розуміння природи міжнародних конфліктів і знаходження способів їх розв'язання вимагає, крім пояснення їх причин, з'ясування глибини й характеру самого конфлікту, що значною мірою досягаються за допомогою їх класифікації.

Найпоширенішою на Заході є традиційна типологія конфліктів, згідно з якою розрізняють: міжнародну кризу; конфлікти малої інтенсивності; тероризм; громадянську війну і революцію, що набувають міжнародного характеру; війну та світову війну.

Міжнародна криза – це конфліктна ситуація, за якої: зачіпаються життєво важливі цілі діючих суб'єктів міжнародної політики; для прийняття рішення суб'єкти мають украй обмежений час; події зазвичай розвиваються непередбачувано; ситуація, однак, не переростає у збройний конфлікт. Отже, криза – це ще не війна, а радше, приклад ситуації "ні миру, ні війни". Це такий вид стосунків між суб'єктами міжнародних відносин, за якого жодна із сторін не бажає війни або насильства, але обидві вважають свої цілі достатньо вагомими, щоб ризикувати задля них можливим розв'язанням війни.

Конфлікти малої інтенсивності. Відносини між державними та недержавними суб'єктами доволі часто захмарюються дрібними сутичками на кордонах, індивідуальним або невеликим груповим насильством. Їх небезпеку почали розуміти лише сьогодні. Вона полягає в тому, що, по-перше, такий конфлікт може перетворитися у повномасштабний. По-друге, при сучасних військових озброєннях навіть конфлікт малої інтенсивності може призвести до великих руйнувань. По-третє, в умовах тісного взаємозв'язку сучасних незалежних держав порушення мирного життя в одному регіоні впливає на всі інші. Наприклад, радянсько-китайські прикордонні конфлікти.

Тероризм. Основна його мета – це розв'язання спору. Багато держав підтримують терористичну діяльність – Іран, Лівія, Сирія. Усі вони заперечують свою причетність до тероризму, проте відвойовують право боротися збройними методами проти "американського імперіалізму".

Громадянська війна і революція – це конфлікти у самій державі між двома чи більше сторонами через розбіжності поглядів щодо майбутнього ладу цієї держави чи кланових протиріч. Водночас, у громадянських війнах зазвичай бодай одна з воюючих сторін здобуває підтримку від закордонних політичних сил, причому зовнішні суб'єкти політики часто життєво зацікавлені у конкретному результаті.

Громадянські війни і революції посідають специфічне місце в будь-якій типології війн і насильства: вони дуже жорстокі та криваві. Згідно з дослідженнями, 10 із 13 найбільш смертоносних конфліктів XIX і XX ст. були саме громадянськими війнами.

Війна – це великомасштабний конфлікт між державами, що прагнуть досягти своїх політичних цілей за допомогою організованої збройної боротьби. Світова війна виникає, коли у військовий конфлікт утягуються групи держав, що переслідують глобальні цілі, вона призводить до чималих людських і матеріальних втрат.

Отже, міжнародним конфліктом є конфлікт, який виникає за участі двох чи декількох міжнародних акторів та має міжнародно-політичні наслідки; об'єкт конфлікту при цьому виходить за межі юрисдикції будь-якого з його учасників.

Міжнародному конфлікту властиві наступні особливості:

- учасниками конфлікту можуть бути як держави, так і інші міжнародні актори, здатні переслідувати політичні цілі;
- міжнародний конфлікт може розпочинатися як внутрішній, але його ескалація здатна виводити об'єкт конфлікту за межі юрисдикції його учасників, внаслідок чого конфлікт призводить до міжнародних наслідків;
- розвиток міжнародного конфлікту відбувається в специфічних умовах анархії міжнародної системи, яка зменшує ефективність міжнародно-правових інструментів його вирішення;
- міжнародний конфлікт може приймати різні форми, і часто поняття, що асоціюються із конфліктом, позначають лише один із можливих шляхів його вирішення (наприклад, ультиматум).

COMMUNICATION

Role-Play

Assignment 1. Study the following situation. What type of international conflict is described? What are its parties?

*Two neighbouring countries, **Landia** and **Rivoria**, are in conflict over water resources from a shared river. The situation has caused economic and social problems for both countries. An international summit has been called to negotiate a peaceful solution.*

Assignment 2. Role-play an international summit on the conflict described above, using the roles suggested below. Try to reach a solution that will satisfy all the parties and explain why you think it can be acceptable.

1. Landia's Foreign Minister

- wants to secure enough water for agriculture and industry
- concerned about the impact of drought on food production
- will push for a deal that prioritises Landia's population

2. Rivoria's Prime Minister

- wants to maintain water supply for towns and cities
- worried that Landia's plans could disrupt Rivoria's economy
- focuses on protecting Rivoria's citizens and resources

3. United Nations Mediator

- neutral role
- guides discussion, ensures fair participation, and suggests compromise solutions
- encourages both countries to forge public-private partnerships or joint projects

4. Environmental Expert

- advises on sustainable water use and reducing environmental vulnerabilities
- highlights climate change, drought, and long-term consequences of overuse

5. Journalist from Global Media

- reports on negotiations to the international audience
- asks questions about transparency, fairness, and human impact
- can challenge statements from ministers and experts politely

Assignment 3. Reflect on your performance during the role-play. Did you like the assigned role? What could you have done differently? Was there any other possible solution? Share your findings in class.

Writing (report)

Assignment 4. Look at the following task and a model answer, which is based on the conflict described in Assignment 1. What are the features of this writing? How is it different from other writing tasks that you have had?

You are a junior analyst at an international policy institute. You have been asked to write a report on a recent conflict between two neighbouring countries over border disputes. Write a report (180-200 words) for the director of the institute. Your report should:

- summarise the main events and causes of the conflict;
- outline the impact on civilians and regional stability;
- suggest possible measures to reduce tensions.

Use a formal and factual style, organised with headings.

Report on the border conflict between Landia and Rivoria

Introduction

This report provides a detailed overview of the recent border conflict between Landia and Rivoria and offers recommendations to reduce tensions and protect civilians. The purpose is to inform the director of the institute about the causes, impacts, and possible solutions.

Causes of the conflict

The conflict began over disputed territory along the northern border, which has historically been claimed by both countries. Disagreements about the management of natural resources, particularly water and farmland, further escalated tensions. Political rhetoric and nationalist sentiments have also contributed to the situation, making compromise more difficult.

Impact

Thousands of civilians have been displaced, and local communities face shortages of food, water, and medical supplies. The conflict has disrupted local economies, including trade and agriculture, and has created a growing sense of insecurity in the wider region. Neighbouring countries have expressed concern about potential spillover effects and regional instability.

Recommendations

- *Establish a joint monitoring committee to oversee border security and prevent further clashes.*
- *Promote dialogue through neutral international mediators.*
- *Encourage collaboration on shared resources, such as water and electricity, to reduce vulnerabilities.*

Conclusion

Immediate diplomatic action and continued monitoring are essential to prevent escalation, protect civilians, and promote long-term stability.

Assignment 5. Study the text below and check your answers to Assignment 4.

*A **report** is a formal text that gives information about a situation or event. Its purpose is to present facts clearly and objectively. Reports are often used in schools, workplaces, or organisations to inform decisions. They usually include headings, sections and sometimes recommendations. Unlike essays, reports focus on facts and solutions, not just opinions. A good report is well-structured, concise, and easy to understand.*

Assignment 6. Choose one of the tasks below and write your own report. Use the Useful Tips section below.

1. You are a volunteer at an international aid organisation. Write a report (180-200 words) for your supervisor on the impact of an ongoing conflict on local civilians. Your report should:

- describe the main humanitarian issues,
- identify the most vulnerable groups,
- suggest actions the organisation could take to help.

2. You are an analyst for a regional security council. Write a report (180-200 words) evaluating the effectiveness of measures taken to prevent conflict in a border region. Your report should:

- summarise current security measures,
- assess their impact on reducing tensions,
- make recommendations for improvements.

Useful Tips

Structure

1. **Title / Heading** – State what the report is about.
2. **Introduction** – Explain the purpose and scope of the report.
3. **Main Body** – Present key information, organised into sections with headings.
4. **Recommendations / Conclusion** – Suggest actions or summarise findings.

Tips

- Use formal, neutral language.
- Include facts, figures, and examples where possible.
- Use headings and bullet points to make it clear.
- Avoid informal language and contractions.
- Check for accuracy, spelling, and grammar.

Useful Phrases

- *This report provides an overview of...*
- *The purpose of this report is to...*
- *It is recommended that...*
- *The main findings are...*
- *Immediate action is required to...*

Video (What Are the Different Types of Global Conflicts?)

Assignment 7. What types of conflict in international relations do you know? What is similar and different between them? Discuss in groups and share your ideas in class.

Assignment 8. Before watching, make sure you know the following words and phrases. Match them with the appropriate definitions.

- | | |
|-------------------|---|
| 1) asymmetrical | fighting against the government or armed forces of their own country; a person involved in such fighting |
| 2) genocide | a war fought between groups or smaller countries that each represent the interests of other larger powers, and may have help and support from these |
| 3) grievance | having two sides or parts that are not the same in size or shape |
| 4) insurgent | not following what is done or considered normal or acceptable by most people; different and interesting |
| 5) proxy war | something that you think is unfair and that you complain or protest about |
| 6) unconventional | the murder of a large number of people from a particular nation or ethnic group, with the aim of destroying that nation or group |

Assignment 9. Watch the video and check your answers in Assignment 1. Name the types of global conflicts mentioned in the video and provide relevant examples.

Assignment 10. Decide which type of global conflict mentioned in the video is described below.

- Their sources include ethnic, religious or ideological differences.
- They might stem from the desire to control oil, water, or land.
- They involve a sub-state actor and are usually confined to a state's borders.
- They always involve external interference with a conflict.
- They involve states as opposing sides.
- They are waged between actors other than states.

Assignment 11. Complete the following sentences, then watch the video again and check your answers.

- (00:20 – 00:27) Global conflicts can be categorized based on their nature, the ... involved, and the ... causes.
- (00:58 – 01:09) Civil wars are internal conflicts ... a country, often between the government and ... groups. Notable examples include the Syrian Civil War and the Rwandan
- (02:01 – 02:10) Non-state conflicts often feature ... warfare where the weaker side uses ... tactics against a stronger opponent.
- (02:23 – 02:30) These conflicts often involve historical and cultural ..., making ... challenging.
- (03:02 – 03:11) By recognizing the causes and forms of global conflicts, we can better ... to discussions on ... and international cooperation.

Assignment 12. Discuss the following.

1. Can there come the time when the world will be conflict-free? If yes, how can humanity work towards this goal? If no, why is this so?
2. Does the type of conflict affect the conflict resolution strategy that will be most effective in dealing with it? What conflict resolution strategies might be suggested for each type of global conflict mentioned in the video?
3. Which type(s) of conflict, in your opinion, will define the future of international relations in the 21st century?

UNIT 5. TERRORISM

LEAD-IN

- What is terrorism? Why is there no legal or scientific consensus on the definition of the term?
- What makes terrorism escalate?
- Is counterterrorism efficient and effective?

READING

Assignment 1. Scan the text to find the distinguishing features of terrorism. Use them to suggest your own definition. Compare your ideas in class. Then, read the text closely and check yourselves.

Defining Terrorism

Terrorism is the calculated use of violence to create a general climate of fear in a population and thereby to bring about a particular political objective. Terrorism has been practiced by political organizations with both rightist and leftist objectives, by nationalistic and religious groups, by revolutionaries, and even by state institutions such as armies, intelligence services, and police.

Definitions of terrorism are usually complex and controversial, and, because of the inherent ferocity and violence of terrorism, the term in its popular usage has developed an intense stigma. It was first coined in the 1790s to refer to the terror used during the French Revolution by the revolutionaries against their opponents. The Jacobin party of Maximilien Robespierre carried out a Reign of Terror involving mass executions by the guillotine. Although terrorism in this usage implies an act of violence by a state against its domestic enemies, since the 20th century the term has been applied most frequently to violence aimed, either directly or indirectly, at governments in an effort to influence policy or topple an existing regime.

Terrorism is not legally defined in all jurisdictions; the statutes that do exist, however, generally share some common elements. Terrorism involves the use or threat of violence and seeks to create fear, not just within the direct victims but among a wide audience. The degree to which it relies on fear distinguishes terrorism from both conventional and guerrilla warfare. Although conventional military forces invariably engage in psychological warfare against the enemy, their principal means of victory is strength of arms. Similarly, guerrilla forces, which often rely on acts of terror and other forms of propaganda, aim at military victory and occasionally succeed (e.g., the Viet Cong in Vietnam and the Khmer Rouge in Cambodia). Terrorism proper is thus the calculated use of violence to generate fear, and thereby to achieve political goals, when direct military victory is not possible. This has led some social scientists to refer to

guerrilla warfare as the “weapon of the weak” and terrorism as the “weapon of the weakest.”

In order to attract and maintain the publicity necessary to generate widespread fear, terrorists must engage in increasingly dramatic, violent, and high-profile attacks. These have included hijackings, hostage takings, kidnappings, mass shootings, car bombings, and, frequently, suicide bombings. Although apparently random, the victims and locations of terrorist attacks often are carefully selected for their shock value. Schools, shopping centres, bus and train stations, and restaurants and nightclubs have been targeted both because they attract large crowds and because they are places with which members of the civilian population are familiar and in which they feel at ease. The goal of terrorism generally is to destroy the public’s sense of security in the places most familiar to them. Major targets sometimes also include buildings or other locations that are important economic or political symbols, such as embassies or military installations. The hope of the terrorist is that the sense of terror these acts engender will induce the population to pressure political leaders toward a specific political end.

Since the 20th century, ideology and political opportunism have led a number of countries to engage in international terrorism, often under the guise of supporting movements of national liberation. (Hence, it became a common saying that “One man’s terrorist is another man’s freedom fighter.”) The distinction between terrorism and other forms of political violence became blurred—particularly as many guerrilla groups often employed terrorist tactics—and issues of jurisdiction and legality were similarly obscured.

These problems have led some social scientists to adopt a definition of terrorism based not on criminality but on the fact that the victims of terrorist violence are most often innocent civilians. Even this definition is flexible, however, and on occasion it has been expanded to include various other factors, such as that terrorist acts are clandestine or surreptitious and that terrorist acts are intended to create an overwhelming sense of fear.

In the late 20th century, the term *ecoterrorism* was used to describe acts of environmental destruction committed in order to further a political goal or as an act of war, such as the burning of Kuwaiti oil wells by the Iraqi army during the Persian Gulf War. The term also was applied to certain environmentally benign though criminal acts, such as the spiking of lumber trees, intended to disrupt or prevent activities allegedly harmful to the environment.

Since the early 21st the term *stochastic terrorism* has been used to designate the repeated use of hate speech or other vilifying, dehumanizing rhetoric by a political leader or other public figure that inspires one or more of the figure’s supporters to commit hate crimes or other acts of violence against a targeted person, group, or community. Because stochastic terrorists do not supply their followers with any detailed plan of attack, the particular time and place of the eventual violence are unpredictable.

Focus Vocabulary

to bring about (sth)	призводити до (чогось), викликати
inherent (in sth)	притаманний, властивий
ferocity	жорстокість, дикість
to coin (a term, etc.)	запатентувати, винайти (термін)
to influence policy	впливати на політичний курс
to topple [=overthrow/depose] an existing regime	повалити чинний режим
conventional / guerrilla warfare	конвенційна / партизанська війна
psychological warfare	психологічна війна
high-profile	помітний, резонансний, гучний
hijacking	викрадення/захоплення транспортного засобу
hostage taking	взяття заручників, захоплення в заручники
kidnapping	викрадення людей
mass shooting	масова стрілянина
car bombing	підриг автомобіля
suicide bombing	теракт, влаштований терористом-смертником
to engender (sth)	породжувати (щось)
to induce (sb/sth to do sth)	спонукати, підштовхувати (когось до чогось)
movements of national liberation	національно-визвольні рухи
clandestine	таємний
surreptitious	непомітний
overwhelming	переважний, такий, що має переважну силу або кількість
benign	доброякісний, сприятливий
stochastic terrorism	стохастичний тероризм
hate crime	злочин на ґрунті ненависті

POST-READING

Assignment 1. Answer the questions. Use them to prepare a short summary of the text.

1. Why is it so difficult to define what terrorism is?
2. When and in what context was the word 'terrorism' first used?
3. What are the distinguishing features of terrorism?
4. What acts do terrorists resort to in order to achieve their goals?
5. What is ecoterrorism?
6. What is stochastic terrorism?

Assignment 2. Decide whether the following statements are true or false. Explain your choice.

1. Terrorism is closely related to fear and politics.
2. Arguably, the term ‘terrorism’ was first used in the 19th century.
3. Terrorists might pursue a change in government.
4. The difference between terrorism and guerrilla warfare lies in their objectives.
5. Generally, terrorists do not want their acts to attract public attention.
6. States have sponsored terrorist movements for some time without directly saying so.
7. Ecoterrorism can imply both the destruction of the environment and acts to protect it.
8. Stochastic terrorism is related to verbal attacks on political opponents.

Assignment 3. Complete the following sentences using focus vocabulary.

1. The term ‘terrorism’ was first ... during the French Revolution and has since come to mean acts designed to ... policy or ... regime.
2. Terrorism brings ... a climate of fear, which distinguishes it from conventional and ... warfare.
3. Terrorists seek to ... the sense of terror – for instance, through hostage ..., car ..., suicide bombings and other high-... acts – and ... people to demand specific action from their political leaders.
4. Countries sometimes support terrorism abroad by claiming that they help movements of ..., although such support is often ... or
5. ... and ... terrorism, which relate to acts of environmental destruction and the encouragement of violence against a public figure, are two examples of new types of terrorism.

Assignment 4. Search news websites for a report about an event that was classified as a terrorist attack. Does it fit the definition of terrorism in the text? Share your findings in class.

VOCABULARY

Assignment 1. Match the following words and phrases with their definitions.

- | | |
|--------------------------|--|
| 1) car bombing | a) a form of fighting where small, mobile groups of fighters use ambushes, raids, and surprise attacks against a larger army |
| 2) conventional warfare | b) a type of war fought between regular armies of established states |
| 3) ecoterrorism | c) an attack in which the person carrying explosives kills themselves while trying to kill or injure others |
| 4) guerrilla warfare | d) an incident where a shooter kills or injures multiple people in a single event, often in a public place |
| 5) hijacking | e) the act of using public speech or media to encourage violence indirectly |
| 6) hostage taking | f) the capture and detention of people to force someone else to act |
| 7) kidnapping | g) the illegal taking and holding of a person against their will, often for money, revenge, or personal reasons |
| 8) mass shooting | h) the unlawful seizure or control of a vehicle, usually to force demands or draw attention to a cause |
| 9) psychological warfare | i) the use of a vehicle packed with explosives that is detonated to cause destruction or casualties |
| 10) stochastic terrorism | j) the use of information, propaganda, or fear to influence an enemy or population |
| 11) suicide bombing | k) the use or threat of violence or sabotage to protect the environment or promote environmental causes |

Assignment 2. Suggest the words from the focus vocabulary list which are synonyms for the following.

- 1) essential, intrinsic, inalienable
- 2) favourable, encouraging, good
- 3) to cause, to result in, to lead to
- 4) to invent, to devise, to conceive
- 5) to overthrow, to defeat, to abolish
- 6) to persuade, to encourage, to sway
- 7) well-known, prominent, infamous

Assignment 3. Translate the following words and phrases from English into Ukrainian and vice versa.

Ferocity; to topple a regime; psychological warfare; hijacking; mass shooting; to induce; clandestine; stochastic terrorism; hate crime.

Впливати на політичний курс; партизанська війна; резонансний; взяття заручників; теракт, влаштований смертником; непомітний; сприятливий; екотероризм.

Assignment 4. Choose the best word from the box to complete the following sentences. Make changes if necessary.

bring about · high-profile · hijackings · liberation · psychological · topple

Terrorism is often driven by the desire **1)** ... significant political change, sometimes aiming **2)** ... an existing regime. This form of conflict can take various shapes, from conventional guerrilla warfare to more insidious tactics like **3)** ... warfare. The ferocity of high-profile attacks, such as car bombings and **4)** ..., can induce fear in the population and influence policy decisions. While some groups may frame their actions as movements of national **5)** ..., their methods often betray an overwhelming intent **6)** ... hate and division.

car bombing · clandestine · conventional warfare · high-profile · hijacking
kidnapping · psychological warfare · suicide bombing · surreptitious · take hostage

1. During the embassy crisis, several diplomats were ... by armed militants, who demanded the release of political prisoners.
2. Governments sometimes use ... to demoralize an enemy population by spreading fear and misinformation.
3. Intelligence reports revealed a(n) ... meeting between terrorist leaders, followed by ... financial transfers through offshore accounts.
4. Security forces prevented a(n) ... outside the stadium by discovering the explosives just in time.
5. The ... attack on the city centre was covered by every major news outlet in the world.
6. The ... of Flight 221 ended tragically when explosives were detonated inside the cockpit.
7. The businessman's ... shocked the nation, and the criminal was later arrested while collecting the ransom.
8. The rebels engaged in ... launching surprise attacks and then retreating into remote mountain areas.
9. Unlike ..., which involves organized armies and official military forces, terrorist groups often rely on asymmetric tactics.

Assignment 5. Study the following collocations with the words 'terrorism' and 'terrorist'. Then, use some of them to complete the sentences below. Sometimes, more than one option is possible.

TERRORISM

act of~
to combat/defeat/fight/prevent~
domestic/international~
fight against~
state-sponsored~
~campaign
~threat

TERRORIST

alleged/potential/suspected~
domestic/international~
suicide~
~act/action/activity
~attack
~group/organisation
~suspect

1. ... such as ISIS, al-Qaeda, and Hizballah continue to plot attacks against the United States.
2. A comprehensive action plan defines and determines NATO's role in the international community's fight
3. German security forces detained a(n) ..., who was allegedly planning to carry out an attack in the state of Bavaria.
4. The bomb explosion was one of the worst ... that the country had experienced in recent years.
5. National security agencies now identify ... as the most persistent and lethal terrorist threat to the homeland.
6. NATO and the European Union are committed to ..., fighting this threat with determination and in full solidarity.

Assignment 6. Choose *one* word which best completes each sentence.

1. The group used **conventional** / **psychological** / **guerrilla** warfare to sow fear among civilians and pressure the government into negotiations.
2. The organisation planned to **topple** / **induce** / **bring about** the ruling government and replace it with a military council.
3. Kraft **engendered** / **coined** / **induced** the term 'middle America' in the 1960s.
4. The rebel fighters abandoned **conventional** / **psychological** / **guerrilla** in favour of hit-and-run tactics.
5. The extremist leader hoped his online speeches would **induce** / **engender** / **bring about** younger followers to take up arms.
6. The **hijacking** / **hostage-taking** / **kidnapping** ended with the release of all the plane's passengers unharmed.
7. Intelligence agencies struggled to track the group's **overwhelming** / **clandestine** / **high-profile** operations, which were carried out at night and left few traces.

8. Activists argued that violent acts were not **high-profile / inherent / surreptitious** in movements of national liberation, and that most supporters preferred peaceful methods.
9. Police investigated whether the assault on the minority community qualified as a **hate crime / kidnapping / stochastic terrorism**.
10. There is a(n) **benign / high-profile / overwhelming** consensus that terrorism involves the use of threat of violence against civilians for a political purpose.

TRANSLATION

Assignment 1. Read and translate the following text from English into Ukrainian. How has the nature of terrorism changed throughout centuries? Can you point out some similarities and differences?

The History of Terrorism

Terror has been practiced by state and nonstate actors throughout history and throughout the world. The ancient Greek historian Xenophon (c. 431–c. 350 bce) wrote of the effectiveness of psychological warfare against enemy populations. Roman emperors such as Tiberius (reigned 14–37 ce) and Caligula (reigned 37–41 ce) used banishment, expropriation of property, and execution as means to discourage opposition to their rule.

Likewise, the use of terror was openly advocated by Robespierre during the French Revolution, and the Spanish Inquisition used arbitrary arrest, torture, and execution to punish what it viewed as religious heresy. After the American Civil War (1861–65), defiant Southerners formed the Ku Klux Klan to intimidate supporters of Reconstruction (1865–77) and the newly freed former slaves.

In the latter half of the 19th century, terror was adopted in western Europe, Russia, and the United States by adherents of anarchism, who believed that the best way to effect revolutionary political and social change was to assassinate persons in positions of power. From 1865 to 1905 a number of kings, presidents, prime ministers, and other government officials were killed by anarchists' guns or bombs.

The 20th century witnessed great changes in the use and practice of terror. It became the hallmark of a number of political movements stretching from the extreme right to the extreme left of the political spectrum. Technological advances, such as automatic weapons and compact, electrically detonated explosives, gave terrorists a new mobility and lethality, and the growth of air travel provided new methods and opportunities. Terrorism was virtually an official policy in totalitarian states such as those of Nazi Germany under Adolf Hitler and the Soviet Union under Stalin. In these states arrest, imprisonment, torture, and execution were carried out without legal guidance or restraints to create a climate of fear and to encourage adherence to the national ideology and the declared economic, social, and political goals of the state.

Terror has been used by one or both sides in anticolonial conflicts (e.g., those between Ireland and the United Kingdom, between Algeria and France, and between Vietnam and France and the United States), in disputes between different national groups over possession of a contested homeland (e.g., that between Palestinians and Israelis), in conflicts between different religious denominations (e.g., that between Roman Catholics and Protestants in Northern Ireland), and in internal conflicts between revolutionary forces and established governments (e.g., those within the successor states of the former Yugoslavia, Indonesia, the Philippines, Nicaragua, El Salvador, and Peru).

In the late 20th and early 21st centuries some of the most extreme and destructive organizations that engaged in terrorism possessed a fundamentalist religious ideology (e.g., Hamas and al-Qaeda). Some groups, including the Liberation Tigers of Tamil Eelam and Hamas, adopted the tactic of suicide bombing, in which perpetrators would attempt to destroy an important economic, military, political, or symbolic target by detonating a bomb on their person.

In the late 20th century the United States suffered several acts of terrorist violence by Puerto Rican nationalists (such as the FALN), antiabortion groups, and foreign-based organizations. The 1990s witnessed some of the deadliest attacks on American soil, including the bombing of the World Trade Center in New York City in 1993 and the Oklahoma City bombing two years later, which killed 168 people. In addition, there were several major terrorist attacks on U.S. government targets overseas, including military bases in Saudi Arabia (1996) and the U.S. embassies in Kenya and Tanzania (1998). In 2000 an explosion triggered by suicide bombers caused the deaths of 17 sailors aboard a U.S. naval ship, the USS Cole, in the Yemeni port of Aden.

The deadliest terrorist strikes to date were the September 11 attacks (2001), in which suicide terrorists associated with al-Qaeda hijacked four commercial airplanes, crashing two of them into the twin towers of the World Trade Center complex in New York City and the third into the Pentagon building near Washington, D.C.; the fourth plane crashed near Pittsburgh, Pennsylvania. The crashes destroyed much of the World Trade Center complex and a large portion of one side of the Pentagon and killed more than 3,000 people.

Terrorism appears to be an enduring feature of political life. Even prior to the September 11 attacks, there was widespread concern that terrorists might escalate their destructive power to vastly greater proportions by using weapons of mass destruction—including nuclear, biological, or chemical weapons—as did the Japanese doomsday cult AUM Shinrikyo, which released nerve gas into a Tokyo subway in 1995. These fears were intensified after September 11, when a number of letters contaminated with anthrax were delivered to political leaders and journalists in the United States, leading to several deaths. U.S. Pres. George W. Bush made a broad “war against terrorism” the centrepiece of U.S. foreign policy at the beginning of the 21st century.

Assignment 2. Translate the following sentences from Ukrainian into English using focus vocabulary.

1. Поширення страху серед населення притаманне багатьом терористичним діям та інколи призводить до втілення цілей терористів.
2. Серед поширених видів терактів варто згадати захоплення заручників, викрадення людей, масову стрілянину, а також вибухи, здійснені терористами-смертниками.
3. Терористи прагнуть, аби їхні теракти були резонансними, оскільки саме так вони зможуть вплинути на політику держави або змусити владу виконати їхні вимоги.
4. Партизанські угруповання чи національно-визвольні рухи, які не здатні перемогти армію ворога в конвенційній війні, можуть вдаватись до терактів, аби здобути перевагу на полі бою.
5. Окремі держави надають таємну допомогу терористичним групам, аби вплинути на внутрішньополітичну ситуацію в інших державах.
6. Важко визначити, чим є власне тероризм, особливо якщо врахувати, що таке поняття існує далеко не в усіх правових системах.
7. Терористи можуть розглядати свої дії як суспільно корисні, якщо вони переслідують політичні цілі, які поділяє більшість населення.
8. Унаслідок детонації саморобного вибухового пристрою, закладеного під автомобіль, загинув лідер крайньої лівої партії, яка виступає проти заборони імміграції.
9. Прем'єр-міністр закликав громадськість не демонізувати політичних опонентів, побоюючись, що така зневажлива риторика може породити насильство на вулицях.

Assignment 3. Translate the following text into English, paying attention to the underlined words and phrases.

Що таке тероризм?

Тероризм — це ще одне поняття, яке всі часто вживають, але ніхто не може повністю погодитися з одним єдиним чітким визначенням. Навіть експерти продовжують сперечатися щодо застосування цього терміна, адже існує більше ста різних визначень тероризму, жодне з яких не було всебічно визнано єдино правильним.

Брак згоди щодо визначення цього поняття має цілком практичні наслідки: як приклад може послужити вже той факт, що ООН не може прийняти конвенцію про боротьбу проти тероризму, незважаючи на постійні спроби протягом 60 років, тому що держави-члени не можуть дійти згоди щодо визначення терміна «тероризм».

Генеральна Асамблея ООН найчастіше вживає у своїх офіційних заявах на тему тероризму таке визначення: «Злочинні акти, спрямовані чи розраховані на

створення обстановки терору серед широкого загалу, групи осіб або окремих осіб у політичних цілях за жодних умов не можуть бути виправдані, якими б не були їхні мотиви (політичного, філософського, ідеологічного, расового, етнічного, релігійного чи будь-якого іншого характеру), які можуть наводитися як їхнє виправдання».

Далі представлені деякі критерії, що є важливими для визначення, чи є певна дія терористичним актом.

Дія має політичну мотивацію. Терористичний акт зазвичай має якусь «більшу» кінцеву мету, що має важливіше стратегічне значення, ніж негайний ефект від одного теракту. Наприклад, бомбардування цивільного населення здійснюється з метою впливу на громадську думку і тиску на уряд.

Дія повинна містити акт насильства або загрозу насильства. Деякі люди вважають, що вже сама загроза насильства, якщо вона дійсно має місце, також може бути терактом, тому що вона викликає страх серед людей, на яких була спрямована, і такий ефект може бути використаний у політичних цілях.

Теракт запланований таким чином, щоб справити сильний психологічний ефект. Часто вважають, що теракти мають довільний характер, проте насправді організатори терактів схильні до серйозного підбору цільових груп, щоб спровокувати максимальну реакцію, а також, коли це можливо, намагаються напасти на символіку пануючого режиму.

Тероризм – це діяльність субдержавних угруповань, а не держав. Це питання, напевно, найширше дискутується у різних оглядацьких та експертних колах. Національні держави схильні використовувати це положення як сутність терористичного акту, проте якщо ми обмежимо теракт до рамок субдержавних угруповань, тоді ми визнаємо той факт, що акти насильства, здійснювані державою, не можуть бути тероризмом, якими б жахливими вони не були.

Тероризм зачіпає певну групу цивільних громадян, що відповідає попереднім планам терористів/терористок. Цей критерій теж дискутується серед багатьох експертів/експерток, оскільки він виключає можливість класифікувати як терористичний акт напад на військовий персонал або інших посадових осіб, таких як політики чи поліцейські.

COMMUNICATION

Group Project

Assignment 1. Look at the following questions and, in groups, rank them in the order of importance. Explain your choice in class.

- What are the main causes of terrorism and what effects does it have on societies?
- How is terrorism reported in the media and how does this affect public opinion?
- What non-military ways are there to prevent terrorism?

Assignment 2. Choose the question which you ranked as the most important and prepare a group project. Follow the Guide below.

Guide

Step 1: Understand the Topic

Read the project task carefully and make sure everyone understands the topic and the aim of the project. Focus on causes, effects, media roles, or prevention, not technical or violent details.

Step 2: Form Your Group and Assign Roles

Work in small groups (3–4 students). Decide who will:

- research information
- organise ideas
- prepare visuals or slides
- present or write the final text

Step 3: Research Safely and Select Information

Use reliable sources such as news articles, textbooks, or educational websites. Take notes in your own words and choose only the most relevant points.

Step 4: Organise Your Ideas

Create a clear structure (introduction, main points, conclusion). Decide what examples or case studies you will include.

Step 5: Prepare the Final Product

Work together to create your poster, presentation, report, or campaign plan. Use clear language, visuals, and headings.

Step 6: Review and Improve

Check grammar, vocabulary, clarity, and teamwork. Make sure everyone understands the content.

Step 7: Present and Reflect

Present your project confidently. Afterward, discuss what went well and what could be improved.

Writing (opinion essay)

Assignment 3. Study the following task and answer the questions.

- What are you required to write?
- What is the topic of your writing?
- What must (not) be included in your writing?

Terrorism remains one of the most serious global challenges today. Governments often debate whether stronger security measures or social policies are more effective in responding to this threat. Write an opinion essay (180–200 words) in which you discuss the following question:

"Do you think governments should focus more on prevention through education and social policies than on strict security measures to deal with terrorism?"

Give reasons for your opinion and support your ideas with examples.

Assignment 4. Study a model answer to Assignment 3. Explain how the author fulfilled the task. Highlight useful words and phrases.

Terrorism is a complex problem that affects many countries and creates fear and insecurity. In my opinion, governments should focus more on prevention through education and social policies rather than relying mainly on strict security measures.

On the one hand, strong security measures such as surveillance and police presence can help prevent attacks and protect citizens. These actions may offer quick results and make people feel safer in the short term. However, such measures can also limit personal freedoms and may increase tension within society if they are seen as unfair or excessive.

On the other hand, prevention through education and social policies addresses the root causes of terrorism. Improving access to education, reducing social inequality and promoting inclusion can help prevent radicalisation. When people feel respected and have opportunities in society, they are less likely to be influenced by extremist ideas. In addition, community programmes can encourage dialogue and understanding between different groups.

In conclusion, while security measures are necessary, long-term prevention through education and social policies is more effective. A balanced approach that focuses on both safety and social development offers the best solution to reducing terrorism in the future.

Assignment 5. Choose one of the tasks below and write your own opinion essay. Use the Useful Tips below.

1. Some people believe that governments should negotiate with terrorist groups to save lives and end violence, while others strongly disagree. Write an opinion essay (180–200 words) answering the following question:

Should governments negotiate with terrorists in order to resolve conflicts?

Give reasons for your opinion and support your ideas with relevant examples.

2. In response to terrorism, many governments introduce stricter security measures. However, some people worry that these measures reduce personal freedom. Write an opinion essay (180–200 words) answering the following question:

Is it acceptable to limit individual freedoms in order to improve national security against terrorism?

Give reasons for your opinion and include examples to support your view.

3. Terrorist attacks often receive extensive media coverage. Some argue that this is necessary to inform the public, while others believe it can increase fear and indirectly help terrorist groups. Write an opinion essay (180–200 words) answering the following question:

Do you think the media should limit its coverage of terrorism?

Give reasons for your opinion and support your ideas with examples.

Useful Tips

What is an opinion essay?

An opinion essay is a piece of writing in which you clearly express your view on a topic and support it with reasons and examples.

1. Understand the Question

Read the question carefully and decide **what your opinion is**. Make sure you answer exactly what is being asked.

2. Plan Your Essay

Before you write, note:

- your opinion
- 2–3 reasons to support it
- one opposing view to show balance

3. Structure Your Essay

- **Introduction:** Introduce the topic and state your opinion clearly.
- **Main paragraphs:**
 - Present your reasons with explanations and examples.
 - Mention an opposing view and explain why you disagree.
- **Conclusion:** Summarise your opinion and main points.

4. Use Clear Linking Words

Use words like *Firstly*, *However*, *For example*, *In conclusion* to connect ideas smoothly.

5. Keep the Right Style

- Use a formal or neutral tone.
- Avoid slang and contractions.
- Use clear and logical sentences.

Video (What's been the true impact of the so-called 'War on Terror'?)

Assignment 6. What do you know about the War on Terror? What caused it, what were its goals, and have they been reached? Discuss in groups.

Assignment 7. Before watching, make sure you know the following words and phrases. Match them with the appropriate definitions.

- | | |
|-------------------------|--|
| 1) fatality | a) a death that is caused in an accident or a war, or by violence or disease |
| 2) harbour | b) a situation that exists now because of events, actions, etc. that took place in the past |
| 3) legacy | c) connected with the differences that exist between groups of people who have different religious views |
| 4) plunge (sb/sth) into | d) defeat an opponent, especially after a long struggle |
| 5) prevail | e) hide and protect somebody who is hiding from prosecution |
| 6) sectarian | f) make somebody/something experience something unpleasant |
| 7) subject (sb/sth) to | g) make someone or something experience an unpleasant or worrying thing |

Assignment 8. Watch the video and check your answers in Assignment 1. As you watch, note down only factual information mentioned in the video.

Assignment 9. Complete the following sentences, then watch the video again and check your answers.

- (00:35 – 00:56) After US President George W. Bush launched what he ... the War on Terror in 2001, for people in countries like Afghanistan and Iraq, years of violence, death, destruction and political ... were to follow. Thousands were

also detained and illegally taken to other countries. Many tortured or ... to brutal treatment and held for years without trial.

- (01:34 – 01:54) In November 2001, the U.S. led an international coalition to invade Afghanistan, accusing the Taliban of ... Al-Qaeda fighters. It launched a huge ... and a ground operation. Tens of thousands of people were killed and millions more
- (02:13 – 02:22) The war ... the country into sectarian violence and ... Saddam Hussein. The weapons of mass destruction were never found.
- (02:33 – 02:55) George Bush's ... of victory was made before the worst violence in Iraq was yet to come. The ... of both invasions brought disastrous consequences for people in the region. But the so-called War on Terror was never ... and wounds it inflicted have not healed.
- (03:16 – 03:34) There are no official ... for the numbers who died in the so-called War on Terror. But the report says there are more indirect deaths than combat Indirect deaths are blamed on things like the ... of economic, environmental and psychological conditions.

Assignment 10. Discuss the following.

1. What particular aspect of the 'War on Terror' is the video focused on?
2. What is the host's / reporter's attitude towards the 'War on Terror': critical, approving, neutral? Why do you think so?
3. What kind of footage is predominant in the report? Why do you think it is so?
4. Do additional research on the War on Terror and share your findings in class. Has your assessment of the video changed?

GLOSSARY

GLOBAL POLICY

Word or phrase	Transcription	Meaning	Example
ad hoc (<i>Latin</i>)	/ˌad ˈhɒk/	created for a specific purpose	<i>An ad hoc committee was formed to respond to the crisis.</i>
address (v.)	/əˈdres/	to deal with or discuss	<i>Leaders met to address the rise in global tensions.</i>
assistance	/əˈsist(ə)ns/	help or support	<i>International assistance was deployed after the disaster.</i>
binding	/ˈbaɪndɪŋ/	legally required or enforceable	<i>The treaty became binding after all members ratified it.</i>
bridge (v.)	/ˈbrɪdʒ/	to connect or reduce a gap	<i>The dialogue aimed to bridge political differences.</i>
combat (v.)	/ˈkɒmbæt/ or /kəmˈbæt/	to fight against	<i>States joined forces to combat illicit financial flows.</i>
commitment	/kəˈmɪtmənt/	a promise or obligation	<i>Countries renewed their commitment to humanitarian aid.</i>
common	/ˈkɒmən/	shared or occurring frequently	<i>It is common for states to negotiate long-term agreements.</i>
contemporary	/kənˈtæmp(ə)rəri/	modern; belonging to the present	<i>Contemporary challenges require coordinated global action.</i>
crime against humanity	/kraɪm əˈɡenst hjuːˈmænɪti/	a severe human rights violation against civilians	<i>The court prosecuted leaders for crimes against humanity.</i>
deliberative	/dɪˈlɪb(ə)rətɪv/	involving careful thought and discussion	<i>A deliberative process helped shape the new policy.</i>
developed country	/dɪˈveləpt ˈkʌntri/	a highly industrialised nation	<i>Developed countries pledged additional climate financing.</i>
developing country	/dɪˈveləpɪŋ ˈkʌntri/	a nation with lower industrialisation and income	<i>Developing countries requested greater financial support.</i>
dispute settlement	/dɪˈspjuːt ˈsetlmənt/	resolving disagreements	<i>The organisation improved its dispute settlement system.</i>

Word or phrase	Transcription	Meaning	Example
electoral fraud	/ɪˈlekt(ə)rəl frɔːd/	illegal interference in elections	<i>Observers monitored polling stations to prevent electoral fraud.</i>
enhance	/ɪnˈhɑːns/	to improve or increase	<i>New funding will enhance regional development efforts.</i>
ex-militant	/ˌeksˈmɪlɪtənt/	a former armed group member	<i>The programme helps ex-militants reintegrate into society.</i>
forum	/ˈfɔːrəm/	a space for discussion and exchange of ideas	<i>The UN provided a forum for dialogue on climate policy.</i>
hodgepodge [=hotchpotch (<i>British English</i>)]	/ˈhɒdʒpɒdʒ/	a mixed and disorganised collection	<i>Critics said the reforms were a hodgepodge of ideas.</i>
host of (sth)	/həʊst/	a large number of something	<i>The agency faces a host of implementation challenges.</i>
intervene	/ˌɪntəˈviːn/	to step in to influence an outcome	<i>The UN decided to intervene to halt the conflict.</i>
lending facility	/ˈlendɪŋ fəˈsɪlɪti/	a system that provides loans	<i>The fund expanded its lending facility for reconstruction.</i>
livelihood	/ˈlaɪvliːhʊd/	a means of earning a living	<i>Climate action is essential to protect rural livelihoods.</i>
multilateral	/ˌmʌltiˈlætərəl/	involving several countries	<i>Multilateral cooperation is vital for conflict resolution.</i>
outcome	/ˈaʊtˌkʌm/	a final result or consequence	<i>The outcome of the summit influenced regional cooperation.</i>
pandemic	/pænˈdɛmɪk/	global disease outbreak	<i>The pandemic revealed weaknesses in policy coordination.</i>
purposely	/ˈpɜːpəsli/	intentionally	<i>The minister was accused of purposely withholding data.</i>
realm	/reɪlm/	an area of activity or interest	<i>Global health falls within the realm of shared responsibility.</i>
rogue state	/rəʊg steɪt/	a state acting outside accepted international norms	<i>Sanctions were introduced to limit the power of the rogue state.</i>

Word or phrase	Transcription	Meaning	Example
secretive	/ˈsiːkrətɪv/	keeping information hidden	<i>The panel was criticised for its secretive working methods.</i>
stakeholder	/ˈsteɪkhəʊldə/	someone affected by or involved in a decision	<i>Stakeholders participated in drafting the new framework.</i>
stewardship	/ˈstjuːədʃɪp/	responsible management	<i>Nations emphasised environmental stewardship in the agreement.</i>
sustainable	/səˈsteɪnəbl/	able to continue long term without harm	<i>Policies must support sustainable economic growth.</i>
to pass/adopt a resolution	/pɑːs/ · /əˈdɒpt ə rɪzəˈluːʃ(ə)n/	to formally approve a policy or decision	<i>The assembly voted to adopt a resolution on peacekeeping.</i>
transitional	/trænˈzɪʃənəl/	relating to a period of change	<i>The transitional government focused on stability reforms.</i>
transnational	/tranzˈnəʃənəl/	spanning several countries	<i>Transnational networks tackled emerging security threats.</i>
under the guise of (sth)	/ˈgaɪz/	pretending for a hidden reason	<i>The group operated under the guise of a relief charity.</i>
wishy-washy	/ˈwɪʃɪ, wɒʃɪ/	weak or unclear	<i>The policy draft was criticised for being too wishy-washy.</i>

GLOBAL CHALLENGES

Word or phrase	Transcription	Meaning	Example
ageing population	/ˈeɪdʒɪŋ ,pɒpjʊˈleɪʃən/	a population with a rising average age	<i>An ageing population increases pressure on healthcare systems.</i>
awareness	/əˈweənəs/	knowledge or understanding of an issue	<i>Public awareness of climate risks is increasing.</i>
bilateral	/baɪˈlætərəl diːl/	between two parties or countries	<i>The two nations signed a bilateral deal on energy cooperation.</i>
bridge the gap	/brɪdʒ ðə ɡæp/	to reduce a difference or divide	<i>Policies aim to bridge the gap between rich and poor nations.</i>

Word or phrase	Transcription	Meaning	Example
colonisation	/ˌkɒlənaɪˈzeɪʃən/	the act of settling and controlling foreign lands	<i>Colonisation has had lasting impacts on global development.</i>
commitment	/kəˈmɪtmənt/	a promise or obligation	<i>Governments reaffirmed their commitment to climate goals.</i>
disrupt (v.)	/dɪsˈrʌpt/	to interrupt or cause major change	<i>Extreme weather can disrupt global supply chains.</i>
drought	/draʊt/	long periods without rainfall	<i>Severe drought threatens food production in several regions.</i>
forge (v.)	/fɔːdʒ/	to create or form something strong or lasting	<i>Nations must forge partnerships to address global crises.</i>
gender parity	/ˈdʒendəˈpærəti/	equal representation of genders	<i>Achieving gender parity remains a major global challenge.</i>
globalisation	/ˌɡləʊbəlaɪˈzeɪʃən/	increasing worldwide interconnectedness	<i>Globalisation has created both opportunities and inequalities.</i>
greenhouse gas emission	/ˈɡriːnhaʊs ɡæs ɪˈmɪʃən/	release of gases that cause global warming	<i>Greenhouse gas emissions continue to rise worldwide.</i>
hunger	/ˈhʌŋɡə/	the state of not having enough food	<i>Millions still face hunger due to climate instability.</i>
inoculation	/ɪˌnɒkjʊˈleɪʃən/	vaccination against disease	<i>Inoculation campaigns helped reduce infection rates.</i>
joint-stock company	/ˌdʒɔɪnt stɒk ˈkʌmpəni/	a company owned by shareholders	<i>Joint-stock companies shaped early global trade.</i>
make sense	/meɪk sens/	to be reasonable or understandable	<i>It makes sense to invest in sustainable infrastructure.</i>
malnutrition	/ˌmælnjuːˈtrɪʃən/	poor health caused by insufficient or unbalanced diet	<i>Conflict zones show high levels of malnutrition.</i>
matter (v.)	/ˈmætə/	to be important or have significance	<i>Policies on emissions truly matter for future generations.</i>
mercantilism	/məˈkæntɪlɪzəm/	an economic theory promoting exports over imports	<i>Mercantilism influenced colonial-era trade policies.</i>

Word or phrase	Transcription	Meaning	Example
noncommunicable	/ˌnɒnkəˈmjuːnikəbəl/	not spread from person to person	<i>Noncommunicable diseases remain a major global health challenge.</i>
per capita (Latin)	/pəˈkæpɪtə/	per person; for each individual	<i>Emissions per capita remain high in wealthy nations.</i>
prohibitive	/prəˈhɪbɪtɪv/	too expensive or restrictive	<i>The cost of new technologies is still prohibitive for many nations.</i>
rainfall pattern	/ˈreɪnfɔːl ˌpætən/	the typical distribution of rain over time	<i>Changing rainfall patterns affect water security.</i>
seismic change	/ˈsaɪzmɪk tʃeɪndʒ/	a very large or dramatic shift	<i>Digitalisation has led to seismic change in economies.</i>
single-issue	/ˌsɪŋɡl ˈɪʃuː/	focused on one specific topic	<i>Single-issue campaigns can mobilise large communities.</i>
strike a deal	/straɪk ə diːl/	to reach an agreement	<i>Countries struggled to strike a deal on emissions targets.</i>
the Enlightenment	/ði ɪnˈlaɪt(ə)nmənt/	an intellectual movement promoting reason and science	<i>The Enlightenment transformed global political thought.</i>
turn (sth) into (sth)	/tɜːn/	to transform something into something else	<i>Climate action can turn bold ideas into real progress.</i>
ubiquitous	/juːˈbɪkwɪtəs/	present everywhere	<i>Smartphones have become ubiquitous in daily life.</i>
unease	/ʌnˈiːz/	discomfort or worry	<i>Economic uncertainty has created unease among citizens.</i>
vulnerability	/ˌvʌln(ə)rəˈbɪləti/	the state of being exposed to harm	<i>Coastal communities show high vulnerability to storms.</i>

NATIONAL AND INTERNATIONAL SECURITY

Word or phrase	Transcription	Meaning	Example
accord (n.)	/əˈkɔːd/	an official agreement	<i>The two nations signed an accord to enhance border security.</i>
armed forces	/ˌɑːmd ˈfɔːsɪz/	a country's military organisations	<i>The armed forces were deployed to protect national borders.</i>

Word or phrase	Transcription	Meaning	Example
by the same token	/baɪ ðə seɪm 'təʊkən/	in a similar way; for the same reason	<i>The strategy is risky; by the same token, it may deter aggression.</i>
capability	/ˌkeɪpə'bɪləti/	practical skills or strengths	<i>Military capability has expanded due to new technologies.</i>
capacity	/kə'pæsɪti/	the ability to perform tasks or functions	<i>The state improved its capacity to respond to emergencies.</i>
coercion	/kəʊ'ɜːʃən/	forcing someone to act through threats	<i>Coercion is often used to pressure states during conflicts.</i>
coercive	/kəʊ'ɜːsɪv/	using force or threats	<i>Coercive measures were criticised by human rights groups.</i>
common good	/ˌkɒmən 'ɡʊd/	benefits shared by all members of society	<i>Counterterrorism efforts should serve the common good.</i>
commonplace	/ˈkɒmənpleɪs/	ordinary or frequent	<i>Cyberattacks have become commonplace in modern security threats.</i>
compliance	/kəm'plaɪəns/	obeying rules or regulations	<i>States must show compliance with international treaties.</i>
diminish	/dɪ'mɪnɪʃ/	to reduce or weaken	<i>Diplomatic efforts can diminish tensions before crises escalate.</i>
disparity	/dɪ'spærəti/	a significant difference	<i>Economic disparity can fuel social unrest.</i>
enlightened	/ɪn'laɪtənd/	showing understanding or progressive thinking	<i>An enlightened security policy includes both military and humanitarian measures.</i>
equilibrium	/ˌiːkwɪ'lɪbrɪəm/	a state of balance	<i>Diplomatic negotiations aim to restore regional equilibrium.</i>
espouse	/ɪs'paʊz/	to support or adopt a belief	<i>Many leaders espouse the idea of collective security.</i>
force	/fɔːs/	physical power or military action	<i>Peacekeepers were authorised to use force if necessary.</i>
hard facts	/hɑːd fæktz/	solid, proven information	<i>Security decisions must rely on hard facts, not speculation.</i>

Word or phrase	Transcription	Meaning	Example
hard power	/hɑ:d 'paʊə/	coercive power using military or economic force	<i>Hard power alone cannot stabilise long-term conflicts.</i>
homeland security	/,həʊmlænd sɪ'kjʊərəti/	protection of a country from domestic threats	<i>Homeland security agencies increased airport screening.</i>
intelligence	/ɪn'telɪdʒəns/	information collected for security purposes	<i>Intelligence indicated rising extremist activity.</i>
law enforcement	/'lɔ: ɪn,fə:smənt/	agencies ensuring public order and legality	<i>Law enforcement cooperates with intelligence services to prevent attacks.</i>
mediation	/,mi:di'eɪʃən/	resolving disputes through a neutral third party	<i>Mediation helped prevent escalation between the two countries.</i>
military strength	/'mɪlətəri streŋθ/	the power of a nation's armed forces	<i>The country invested heavily in military strength.</i>
per se (Latin)	/,pɜ: 'seɪ/	by itself; inherently	<i>Military action per se does not guarantee lasting peace.</i>
power	/'paʊə/	the ability to influence events or others	<i>Power plays a key role in shaping international security dynamics.</i>
preventive	/pri'ventɪv/	intended to stop something before it occurs	<i>Preventive measures reduced the risk of terrorist attacks.</i>
public diplomacy	/,pʌblɪk dɪ'pləʊməsi/	promoting a country's image abroad	<i>Public diplomacy helps strengthen international alliances.</i>
self-defence	/,self dɪ'fens/	protecting oneself from harm	<i>Nations claim the right to act in self-defence under international law.</i>
short of (sth)	/ʃɔ:t əv/	lacking something	<i>The agency is short of resources to monitor cyberthreats.</i>
slaughter	/'slɔ:tə/	the violent killing of many people	<i>The conflict resulted in the slaughter of innocent civilians.</i>
soft power	/sɒft 'paʊə/	influence through culture, values, and diplomacy	<i>Nations increasingly rely on soft power to build trust.</i>
supranational	/,su:prə'næʃənəl/	extending beyond national borders	<i>Supranational organisations coordinate responses to major threats.</i>

Word or phrase	Transcription	Meaning	Example
variable	/ˈveəriəbl/	likely to change; not consistent	<i>Threat levels remain variable across the region.</i>

INTERNATIONAL CONFLICT

Word or phrase	Transcription	Meaning	Example
ambiguity	/ˌæmbɪˈɡjuːɪti/	uncertainty or multiple possible meanings	<i>Ambiguity in ceasefire terms often leads to renewed fighting.</i>
asymmetrical	/ˌeɪsɪˈmetrɪkəl/	uneven; involving unequal forces or capabilities	<i>Asymmetrical warfare poses major challenges for armies.</i>
complication	/ˌkɒmplɪˈkeɪʃən/	something that makes a situation more difficult	<i>Foreign involvement added a new complication to the conflict.</i>
detract from (sth)	/dɪˈtrækt frəm/	to reduce the value or impact of something	<i>Misinformation can detract from peace efforts.</i>
distinction (between)	/dɪˈstɪŋkʃən/	a difference or contrast	<i>The distinction between combatants and civilians is often blurred.</i>
domestic	/dəˈmestɪk/	relating to a country's internal affairs	<i>Domestic tensions can escalate into international conflict.</i>
embroiled in (sth)	/ɪmˈbrɔɪld ɪn/	deeply involved in something difficult	<i>Several neighbouring countries became embroiled in the war.</i>
genocide	/ˈdʒenəsəɪd/	deliberate killing of a large group, especially an ethnic group	<i>International courts prosecute leaders responsible for genocide.</i>
grievance	/ˈɡriːvəns/	a complaint or cause of resentment	<i>Unresolved grievances often spark long-lasting conflicts.</i>
increasingly	/ɪnˈkriːsɪŋli/	more and more over time	<i>Conflicts are increasingly influenced by non-state actors.</i>
insurgent	/ɪnˈsɜːdʒənt/	a rebel fighting against authority	<i>Insurgent groups gained control of several rural areas.</i>
intermediary	/ˌɪntəˈmiːdiəri/	a person or organisation acting between parties	<i>An NGO served as an intermediary during negotiations.</i>

Word or phrase	Transcription	Meaning	Example
interpersonal	/ˌɪntəˈpɜːsənəl/	occurring between individuals	<i>Interpersonal disputes can fuel wider community conflict.</i>
intervention	/ˌɪntəˈvenʃən/	involvement to influence an outcome	<i>International intervention aimed to stop the violence.</i>
jurisdictional	/ˌdʒʊərəsɪˈdɪkʃənəl/	related to legal authority or control	<i>Jurisdictional disputes can complicate international cases.</i>
peace enforcement	/ˌpiːs ɪnˈfɔːsmənt/	using military force to impose peace	<i>Peace enforcement operations targeted armed militias.</i>
peacebuilding	/ˈpiːsbɪldɪŋ/	long-term efforts to address causes of conflict	<i>Peacebuilding programmes supported local governance reforms.</i>
peacekeeping	/ˈpiːskiːpɪŋ/	maintaining peace after a conflict through monitoring and security	<i>Peacekeeping forces helped stabilise the region.</i>
peacemaking	/ˈpiːsˌmeɪkɪŋ/	diplomatic efforts to end active conflict	<i>Peacemaking efforts brought warring parties to the table.</i>
private citizen	/ˌpraɪvət ˈsɪtɪzən/	an individual without official government role	<i>A private citizen initiated informal dialogue between communities.</i>
private-sector	/ˌpraɪvət ˈsektə/	related to businesses not controlled by the state	<i>Private-sector companies can play roles in post-conflict recovery.</i>
proxy war	/ˈprɒksi wɔː/	conflict where external powers support different sides indirectly	<i>The region became the site of a prolonged proxy war.</i>
similar (to sth)	/ˈsɪmɪlə/	having qualities in common with something	<i>This dispute is similar to earlier regional conflicts.</i>
statesperson	/ˈsteɪtspɜːs(ə)n/	an experienced, respected political leader	<i>A senior statesperson helped mediate the dispute.</i>
suspension	/səˈspenʃən/	temporary stopping or pausing	<i>The suspension of talks increased tensions.</i>
unconventional	/ˌʌnkənˈvenʃənəl/	not traditional; using new or irregular methods	<i>Insurgent forces relied on unconventional tactics.</i>

Word or phrase	Transcription	Meaning	Example
viable situation	/ˈvaɪəbl ˌsɪtʃuˈeɪʃən/	a workable or sustainable condition	<i>Negotiators searched for a viable situation acceptable to both sides.</i>
warring factions	/ˈwɔːrɪŋ ˈfækʃənz/	groups engaged in violent conflict	<i>Warring factions struggled to agree on a ceasefire.</i>
work out (sth)	/wɜːk aʊt/	to find a solution	<i>Mediators tried to work out a compromise between the sides.</i>

TERRORISM

Word or phrase	Transcription	Meaning	Example
benign	/bɪˈnaɪn/	harmless or gentle	<i>What seemed like a benign organisation later turned violent.</i>
bring about (sth)	/ˌbrɪŋ əˈbaʊt/	to cause something to happen	<i>The attack aimed to bring about political instability.</i>
car bombing	/ˈkɑː ˌbɒmɪŋ/	an explosion caused by bombs placed in vehicles	<i>Several car bombings targeted government buildings.</i>
clandestine	/klænˈdestɪn/	secret or hidden	<i>The group operated through clandestine networks.</i>
coin (v.)	/kɔɪn/	to invent a new word or phrase	<i>The term was coined to describe a new form of extremism.</i>
conventional warfare	/kənˈvenʃənəl ˈwɔːfeə/	traditional military conflict between states	<i>Terrorist groups rarely engage in conventional warfare.</i>
ecoterrorism	/ˌiːkəʊˈterərɪzəm/	politically motivated violence for environmental causes	<i>Ecoterrorism incidents targeted companies linked to deforestation.</i>
engender	/ɪnˈdʒendə/	to produce or cause	<i>The attack sought to engender fear among civilians.</i>
fatality	/fəˈtælɪti/	a death resulting from an event	<i>The bombing caused multiple fatalities.</i>
ferocity	/fəˈrɒsɪti/	extreme violence or intensity	<i>The ferocity of the assault shocked the international community.</i>
guerrilla warfare	/gəˈrɪlə ˈwɔːfeə/	irregular warfare using small, mobile groups	<i>Some militants shifted from guerrilla warfare to urban terrorism.</i>

Word or phrase	Transcription	Meaning	Example
harbour (v.)	/ˈhɑːbə/	to give shelter to someone	<i>The group was accused of harbouring known extremists.</i>
hate crime	/ˈheit kraɪm/	a crime motivated by prejudice	<i>Authorities classified the attack as a hate crime.</i>
high-profile	/ˌhaɪ ˈprəʊfaɪl/	attracting a great deal of public attention	<i>High-profile attacks are designed to maximise media coverage.</i>
hijacking	/ˈhaɪdʒækɪŋ/	illegally taking control of a vehicle	<i>The hijacking of the plane led to a global security alert.</i>
hostage taking	/ˈhɒstɪdʒ ˌteɪkɪŋ/	capturing people to demand concessions	<i>Hostage taking was used to pressure the government.</i>
induce	/ɪnˈdjuːs/	to bring about or persuade	<i>Terrorist propaganda can induce vulnerable individuals to act.</i>
inherent	/ɪnˈhɪərənt/	existing as a natural part of something	<i>Terrorism carries inherent risks for civilian populations.</i>
kidnapping	/ˈkɪdnæpɪŋ/	abducting someone by force	<i>The group funded its operations through kidnapping.</i>
legacy	/ˈlegəsi/	long-lasting impact or consequences	<i>The legacy of terrorism affected the region's stability.</i>
mass shooting	/ˌmæs ˈʃuːtɪŋ/	an attack involving the killing or injury of many people with firearms	<i>The mass shooting left the country in a state of shock.</i>
overwhelming	/ˌəʊvəˈwelmɪŋ/	very intense or powerful	<i>The overwhelming fear disrupted daily life.</i>
plunge (sth) into (sth)	/plʌndʒ/	to cause something to enter a difficult state	<i>The attack plunged the country into political chaos.</i>
prevail	/priˈveɪl/	to succeed or gain control	<i>Security forces worked to ensure that peace would prevail.</i>
psychological warfare	/ˌsaɪkəˈlɒdʒɪkəl ˈwɔːfeə/	using fear and intimidation to influence people	<i>Terrorism is often described as a form of psychological warfare.</i>
regime	/reiˈʒiːm/	a government, especially an authoritarian one	<i>The regime faced repeated threats from militant organisations.</i>

Word or phrase	Transcription	Meaning	Example
sectarian	/sek'teəriən/	relating to conflict between religious or ethnic groups	<i>Sectarian violence escalated after the bombing.</i>
stochastic terrorism	/stə'kæstɪk 'terərɪzəm/	indirect incitement encouraging violent acts by unpredictable individuals	<i>Analysts warned that online rhetoric was fostering stochastic terrorism.</i>
subject (sb/sth) to (sth)	/sʌb'dʒekt/	to make someone experience something unpleasant	<i>Civilians were subjected to constant threats from militants.</i>
suicide bombing	/'su:saɪd ,bɒmɪŋ/	an attack where the bomber dies while detonating explosives	<i>Suicide bombings created widespread fear in the capital.</i>
surreptitious	/ˌsʌrəp'tɪʃəs/	done secretly to avoid attention	<i>Surreptitious meetings were held to plan the attack.</i>
topple	/'tɒpl/	to overthrow or bring down a government	<i>The group tried to topple the regime through armed attacks.</i>

VIDEO TRANSCRIPTS

What Is Global Governance?

<https://www.youtube.com/watch?v=2s4UxmWOOA0>

We hear a lot today about global governance. It sounds reassuring, like the world is somehow being governed, even though there is no global government. But what does contemporary global governance actually look like? How is our world being governed? And by whom? And moreover, is this form of governance good or effective or just or democratic?

The current system of global governance is very messy and complicated, if it can be considered to be a system at all. It's more like a hodgepodge collection of different organizations, networks and committees that operate on different bases and which overlap and often contradict each other. Broadly speaking, there are three different types of global governance: state-centered, multi-stakeholder, and private. And we're going to look at all three in turn.

Let's start with state-centered. This is the most well-known form of global governance. It consists of various international organizations or clubs where governments come together to negotiate and make decisions. The United Nations is the key example here. Almost all of the governments of the world states have a seat in the General Assembly and in the various other committees and councils which carry out the UN's work. This is also arguably the most democratic of all the global governance arrangements, because each member state has one vote. So, in theory, at least, richer and poorer countries have the same power.

In practice, of course, rich and powerful states have all sorts of ways to persuade poorer and weaker states to vote in particular ways, but at least there's a theoretical equality here. But even if the UN is the most democratic of the international organizations, that is sadly not saying much, because it is not really very democratic at all.

First of all, the one state, one vote formula ignores the fact that states vary hugely in terms of their population. The small island state of Tuvalu has a population of around 12,000 people, while India has a population of over 1.4 billion people. And yet both countries have the same one vote – which doesn't really seem right.

One idea is to have a system of weighted voting according to the number of people per country. Perhaps that would be more democratic and more appropriate. Even more problematic is the fact that individual citizens do not have any say at the un, only their governments do. And in many cases, governments don't really represent the wishes of their citizens. So, while the UN Charter talks of 'we the peoples', really it should say 'we the governments'. Having a second chamber, like a parliament, which directly represents world citizens, in parallel to the General Assembly, which represents country governments, would make the UN far more democratic and connected to the people.

Bad as the UN may be, other international organizations are even less democratic. Let's take the World Bank and the International Monetary Fund, the IMF, two organizations that play a really important role in global economic matters. In these organisations, again only governments are represented, but this time it is not one state, one vote, but rather votes are apportioned according to the amount of money the country contributes to the organization. So, it's more like one dollar, one vote. The result is that these international organizations are completely dominated by the rich and powerful countries. The US, UK, France, Germany and Japan combined control over 35% of the votes. And the US alone has 15.88% of the votes, a very significant number because major decisions require an 85% majority and therefore the US effectively has a veto on these decisions.

So perhaps it's not surprising that these organizations give loans to poor countries and then add on all sorts of strings and conditionalities that in effect mean that in many cases it's actually the World Bank or the IMF that are effectively dictating the economic policy of these countries. And, of course, they dictate policies that benefit the rich countries and tend to cause increasing poverty and inequality in the countries that receive the loans.

Going even further down the democracy ladder, we come to clubs of governments. These are arrangements of a relatively small number of governments who come together in a rather ad hoc way without an official organization to make decisions on global affairs. A key example here would be the G20, in which leaders of 20 powerful countries meet together in summits to make decisions which affect the whole world. Or the G7, in which it is leaders of just seven countries who chose those countries, who gave them power to make decisions for the rest of the world. Why don't other countries get a say? And who even knows what they really discuss behind closed doors? The whole arrangement is deeply secretive and deeply undemocratic and leads to global policies which favor the richer countries and go against the interests of the poorer ones?

Another form of state-centered global governance are what are called transgovernmental networks. These are issue specific networks where particular government agencies from different countries share information or work together in a fairly loose network form. There are dozens and dozens of these networks and they carry out very important elements of global governance. But most people have never even heard of them. In most cases, their members are only or predominantly from the richer countries and across the board. They are highly secretive, with decisions taken behind closed doors and rarely made open to the public. Many of them operate in the economic and financial sectors such as the Basel Committee on Banking Supervision, the Financial Stability Board and the International Competition Network.

Do you feel comfortable with the fact that secretive, unelected and unaccountable officials are quietly making policies on issues such as banking and finance and competition and many, many other matters that affect all of us so much? For state-centered global governance didn't look that great. Some parts are more democratic than others, but overall, it's highly secretive and highly undemocratic.

Is the situation any better when we look at the second form of global governance arrangement, namely multi-stakeholder networks? Unfortunately, the situation is even worse. In state-centered arrangements, the key actors are ministers and government officials, who, at least in some countries, have been democratically elected by the citizens of their countries. So, they have some right to claim that they represent the people. But in multi-stakeholder networks, there are many different kinds of actors or stakeholders. So, alongside government officials, you'll generally find NGOs, transnational corporations and other business representatives taking part in the discussions and indeed voting on the decisions.

Why is this bad? Well, if we look at it from the point of view of democracy, we have to ask, who elected these people? Who do they represent? With NGOs no one elected them and it's very hard to see who they represent. They're financial donors? Their activist supporters? Not clear. While many NGOs do fantastic work and indeed try to make the world more fair and more just, it just does not make sense from a democratic point of view that they should be making decisions on our behalf rather than elected representatives. With transnational corporations and business organizations, it's even worse. Who do they represent? Here the answer at least is clear. They represent their shareholders and they are duty bound to stand up for their interests and to make as much profit as possible for them. That's their role. So, how can such people possibly be tasked with making decisions for the whole of society? They are, by definition, legally bound to think about what is best for their shareholders, a generally small group of wealthy elites, rather than what is best for society as a whole. And furthermore, they have huge budgets to attend meetings with large teams of lawyers and large teams of consultants and can easily outweigh the smaller teams of people from the NGOs and even from the states.

So, in many cases, multi-stakeholder networks end up being a thinly veiled form of corporate rule, with business representatives making decisions which benefit their shareholders, while claiming that they are doing what is good for society in general. In the past few years, there has unfortunately been a trend towards more and more stakeholder governance, and it is making global governance even more undemocratic. There are now dozens and dozens of multi-stakeholder networks, such as the World Commission on Dams, the Alliance for Water Stewardship or the Global Alliance for Vaccines and Immunisation, otherwise known as GAVI, where states, companies and NGOs try to come together to solve problems. But despite the fancy logos and the upbeat press releases, these networks have not really solved any of these problems but have instead instituted market-oriented solutions which somehow just happen to make their member companies richer while having little or no impact on the intended problem.

Let's look at GAVI as an example, the Global Alliance for Vaccines and Immunisation. You'd think they would have been rushing to waive patent rights and to quickly get the world vaccinated against COVID-19, wouldn't you? Well, instead of doing that, they created COVAX, short for COVID-19 Vaccines Global Access Facility, along with the World Health Organization and two other multi-stakeholder networks, the Vaccines Alliance and CEPI, the Coalition for Epidemic Preparedness Innovations. So, what

does COVAX do? COVAX pulls together money from richer governments and gives it to big pharmaceutical companies to help them develop COVID vaccines. The idea is that this will speed up the development of new vaccines and enable them to be quickly manufactured on a big scale. COVAX is also supposed to help distribute vaccines to poorer countries by supplying enough vaccines to vaccinate 20% of their population.

So, basically, COVAX gives public money to private corporations to develop vaccines. It then allows these corporations to sell the vaccines back to the governments at whatever market price they can negotiate, so that the governments essentially pay for them twice. And after that, it facilitates the distribution of a woefully small number of vaccines to poorer countries. Isn't this simply an embarrassment, an example of what kind of system gets established when private companies are in the driving seat?

If we really wanted to distribute COVID vaccines quickly and equitably around the world and avert the huge global crisis which we're currently in, we would have, firstly, made the companies sell their vaccines at cost price, or perhaps with a very small profit; secondly, we would ensure that patents are waived at least during the pandemic crisis, and that knowledge and skills about how to manufacture the vaccines are actively transferred to as many countries and companies as possible. That way, global production could be massively ramped up and of course, prices kept down. By doing this, far more people would have access to COVID vaccines far more quickly and the pandemic would be ended much more rapidly for everyone. But then the pharmaceutical companies wouldn't have made such big profits. Today their directors and shareholders have made billions. And this is precisely the problem of letting private companies get involved in global governance under the guise of multi-stakeholder governance, it leads to the benefits for these companies and woefully inadequate solutions for the rest of society.

Now you might think, it can't get any worse, but unfortunately it can. The third type of global governance arrangement that is growing rapidly is private governance – governance arrangements that are openly run by private companies without being dressed up as being multi stakeholder arrangements or anything else. You may have heard of SWIFT – the Society for Worldwide Interbank Financial Telecommunication, and you may have used it when you transferred money from your country to another country. It has developed technical standards and coding systems for banks all over the world. But did you know that it's a private corporation, privately owned by some 2,500 banks? And did you realize that it is developing these standards and guidelines independently from any national or intergovernmental regulation? So, what we have is a system in which the banks make their own rules without any governmental oversight. And after all the banking crashes of the past few years, do we really think nothing can go wrong?

Another example of private global governance is ICANN, the Internet Corporation for Assigned Numbers and Names. This is a private non-profit organization which manages the centralized domain name system, the DNS, to control the routing of the vast majority of global Internet traffic. With the huge and ever-growing power of the Internet, does it really make sense to have it governed by a private corporation?

Wouldn't it be better if there were a state-based oversight and regulation by democratically elected global representatives?

Even more worrying is the growing system of privately run global courts and arbitration tribunals that is beginning to form the main enforcement mechanisms for transborder business relations, both between companies and between companies and states. You see, as more and more companies are doing businesses across state borders, they've realized that they need some form of global enforcement mechanism to ensure that they and their partners keep their agreements. And in contrast to the area of human rights law that I discussed in another video, these companies do not accept some wishy-washy voluntary system of recommendations. They want a system of binding international business law that is backed up by global courts. But rather than have a state-based system of global courts where we can ensure that judges are chosen fairly and that democratically created law is applied appropriately, what has happened is the creation of a number of private tribunals, with judges overwhelmingly from the private sector, making decisions behind closed doors and very often favoring private companies over states.

Furthermore, there has to be something very wrong with our overall global governance system if we allow companies to set up private global courts and tribunals to enforce business law. But we say it's impossible or unfeasible to set up global courts to enforce human rights law. Why the difference? Why does business law have more power than human rights law? Could it be because companies are increasingly taking part in global governance, making the decisions and setting up the systems? Is this the type of global governance that we, the people of the world, want? Wouldn't it be far, far better to have a global democracy so that we can have a say in what structures and laws are made at the global level? Wouldn't that allow us to build a much better system of global governance of, or even global government, in which the rules and laws empower us, the people, and not just the elites and the corporations?

Global Issues and Modern Challenges

<https://www.youtube.com/watch?v=ur6k-cRNZUQ>

Before we say goodbye to this course and the history of the first global age, let's take a moment to reflect. Think about your world, your government, the businesses in your town, the technology you use each day. These things didn't appear out of nowhere. They're built on ideas and innovations that began hundreds of years ago during a time of major global change. What's the political structure where you live? What rights are protected for its citizens? What kinds of businesses operate nearby? Do they sell only local products or are they part of a bigger global system? How does technology shape your everyday life? How do scientific discoveries from long ago continue to shape our lives?

From medicine and communication to energy and transportation, today's systems began to take shape in the early modern period when people started exploring the

world, building global economies and challenging old ideas about power and rights. But big changes can bring big challenges. Many of today's global issues, like inequality, climate change and injustice, began with systems created during that time. To understand these problems, we need to look back. In this lesson, we'll solve one last world history. How did ideas from centuries ago help create the world we live in today? As we investigate, we'll look at influences from the early modern period on today's world, modern global challenges, and past approaches to problem solving that we can use to make the world fairer, safer and stronger in the future. Are you ready, historians?

Let's begin with the idea of democracy, which are governments built on the belief that people should have a voice and that everyone deserves rights. This concept took root during the early modern period. Thinkers like John Locke argued that governments exist to serve the people, not the other way around. He believed citizens were born with natural rights and that it was the government's job to protect them. These ideas help shape revolutions, reform movements, and serve as the foundation of modern democratic systems. In this course, we've explored how democratic rights expanded over time, ending slavery, redefining women's roles and opening up political participation.

But there's another struggle still going on across the globe – the fight for workers' rights. From the industrial revolution to today, workers around the world have demanded fair wages, safe working conditions and reasonable hours. These are not just economic concerns. They're human rights that should be protected by modern governments based on Enlightenment principles. What connections can you make between early democratic ideas and today's struggles for fair treatment in the workplace? Pause here to respond.

Democracy isn't just about elections. It's also about rights, fairness and having a voice. The fight for workers' rights shows that the ideas of the early modern period are still very much alive today. But the system doesn't work fairly for everyone. In many places, workers still face unsafe conditions, discrimination, or low pay. For instance, this map shows the minimum wage, the lowest amount of money a worker can legally be paid for their work across continents. Note that much of the world, shown in yellow, orange and red, guarantee less than \$3 per hour. Why? Because systems created centuries ago, which made some people rich, often left others behind.

Those patterns from the past haven't entirely disappeared. For instance, some factory workers in parts of the world today are paid very little and work long hours in unsafe conditions just to make clothes or electronics. These workers often don't have the power to speak up or ask for better treatment.

So, what can we learn from history? Past movements show us that change is possible when people act together. Labor unions, which are organizations formed to improve pay, benefits and working conditions, demanded better treatment. Citizens protested, voted, organized and pushed governments to create laws protecting workers. Today, many countries have labor unions and other protections in place. But the work continues.

Rights weren't the only thing people were debating. Let's take a closer look at how global trade began and the impact it still has on the world economy. Now let's shift our focus to the economy and how global trade shapes the world we live in today.

During the early modern period, new economic systems emerged. Mercantilism encouraged countries to gain wealth by controlling trade and colonizing new lands. Banks and joint stock companies grew to support these efforts. Industrialism laid the groundwork for mass production and global markets. These ideas fueled enormous wealth in some regions, but that wealth wasn't shared equally. Colonization allowed powerful nations to take control of land, labor and resources in other parts of the world. These systems created deep economic inequalities. While some countries grew rich by exporting goods and exploiting others, many were left behind with limited access to wealth or opportunity.

Think back. Can you recall parts of the world that were negatively impacted by colonization? This map shows the gross domestic product per capita – the value of goods and services produced per person of the world in 2021. This is often used as a tool to compare the wealth of different countries. Note the areas in orange and red which have the lowest GDP per capita. What do you notice about the GDP per capita of regions that were once European colonies? Compare this map to the minimum wages map shown earlier. Can you spot similarities that reflect the long-term results of colonization? The areas with lower minimum wage requirements are often where businesses choose to build factories today. Why do you think that is?

Being able to pay workers less means higher profits for companies. Just like in the past, some still gain wealth from the labor of others. Global trade continues to expand. So, what are some ways we can make work and trade more fair for everyone? Pause here to respond.

Workers in many countries have formed labor unions to demand better pay, safer conditions and more respect. Governments have also passed laws that guarantee fair wages, limit working hours, and protect workers from mistreatment. On a global scale, fair trade agreements between nations are helping create more balanced economic relationships. For example, the Fair Trade certified label shown here can be found on products like chocolate, tea, and bananas. This label means that the workers who produced them were paid fairly and worked in safe conditions. These efforts reflect a growing sense of global mindedness, an understanding and respect for people, cultures, and shared challenges across the world.

While globalization of trade connected people across continents, new discoveries were also changing how people thought, worked, and solved problems. Let's turn to another powerful force that emerged during the early modern period – science and technology. This was a time when people began to test ideas through observation, experimentation, and reasoning what we now call the scientific method. Inventions like the telescope, microscope, and inoculations revolutionized how people understood the world and improved daily life. These breakthroughs helped launch entire fields like medicine, engineering, and astronomy and continue to influence how we solve problems today. But technological progress hasn't come without costs. The Industrial Revolution

introduced machines like the steam engine, increasing production and changing the way people lived and worked. But it also led to crowded cities, unsafe factories, and air pollution.

Today, the use of fossil fuels continues to impact the environment, contributing to climate change across the globe. How can we blend science and cooperation to build a stronger, fairer future for everyone? Pause here to respond.

Throughout history, people have responded to problems like these by creating laws to improve safety and reduce harm, like early factory regulations and public health reforms. In more recent years, nations have come together to sign international climate agreements and work to solve problems. For example, the Paris Agreement hopes to reduce pollution and limit global warming. As part of this effort, countries are investing in clean energy sources like solar and wind power to replace fossil fuels. Similarly, scientific cooperation around the globe has led to vaccines, environmental protections, and shared research and projects to tackle global challenges.

This kind of international teamwork shows how global mindedness can guide scientific progress that benefits everyone. By learning from the past, we can use knowledge and creativity to solve the challenges we face today and those we'll face in the future. The early modern period sparked ideas that still shape our world today. The evidence we've explored shows how it gave rise to systems we depend on, like democratic principles, global trade, and scientific progress. But it also left behind lasting challenges, including inequality, pollution, and unfair working conditions.

We now know how ideas from centuries ago helped create our world today, one last time. We can move this world history mystery to the solved pile. History shows that people have always responded to problems with action through activism, innovation, and working together. By understanding the past, we can work together to make better choices for the future. If history teaches us anything, it's that progress is possible when people work together. The problems we face today aren't unsolvable. They just require creativity, courage, and teamwork. How will you use what you've learned to help build a fairer, safer, and stronger world? Maybe we can help answer that question in future courses. Until then, keep exploring the past and shaping the future. And remember to always be clever.

What Is International Security?

https://www.youtube.com/watch?v=rz2Sn_PYyUI

What is international security? Have you ever wondered how countries work together to keep the world safe?

International security is all about that cooperation. It involves the efforts of nations and organizations to protect against threats and maintain global stability. This includes military, political, economic and environmental strategies aimed at preventing conflicts and managing crises.

Let's break it down into four main components.

First, military security focuses on deterring aggression. Countries form defense alliances control arms and engage in peacekeeping missions. Preventive measures like monitoring and early warning systems help avoid armed conflicts before they escalate.

Next, we have political security. This aspect is about maintaining sovereignty and governance while protecting human rights. Policies in this area aim to stabilize regions through mediation and support for democratic institutions. It also involves countering authoritarian threats that can disrupt peace.

Economic security is the third component. This area deals with trade, resource access and financial stability. International agreements and sanctions are tools used to address economic disparities or coercive practices that could lead to unrest.

Finally, environmental security tackles climate-related risks and resource scarcity. Global agreements like climate accords are crucial in promoting shared technologies to reduce vulnerabilities.

Now, let's talk about preventive diplomacy. Organizations like the International Crisis Group play a vital role here. They engage in early intervention to deescalate tensions. This can involve mediation where neutral third parties facilitate dialogue between conflicting states or factions. Monitoring is another key aspect as observers track compliance with treaties or ceasefires. Sanctions can also be imposed to pressure aggressive actors without resorting to military force. International policy is essential in this context.

Policymakers prioritize multilateral frameworks such as United Nations resolutions and regional partnerships to tackle cross-border threats. For instance, climate agreements unite nations to reduce emissions, while trade pacts help minimize economic disputes. The focus is on proactive and cooperative solutions rather than reactive measures.

In addition, we should consider specialized terminology. Preventive diplomacy refers to actions taken to prevent disputes from escalating into violence. Non-state actors, such as non-governmental organizations or corporations, can influence security through various means, including cyberattacks or humanitarian aid. Human security expands the focus beyond states to protect individuals from threats like poverty or disease.

Organizations like the International Crisis Group analyze emerging threats such as territorial disputes and election violence. They recommend policy interventions to address these issues. Their work highlights the importance of intelligence sharing and rapid response mechanisms in international security frameworks.

International security, viewed through the lens of international policy, aims to balance state interests with global stability. It relies on negotiation, legal norms and shared responsibility to tackle both traditional and emerging threats.

What Are the Different Types of Global Conflicts?

<https://www.youtube.com/watch?v=CgoMy4PuwG4>

What are the different types of global conflicts? Have you ever wondered what drives nations to clash on a global scale? Understanding the types of global conflicts can help us grasp the complexities of international relations and our role as global citizens.

Global conflicts can be categorized based on their nature, the actors involved, and the underlying causes. Let's break these down.

First, we have interstate conflicts. These occur between two or more sovereign states. A couple of historical examples include the first and Second World wars as well as the Iraq Iran War. The reasons behind these conflicts often involve territorial disputes, competition for resources, and ideological differences. Typically, these conflicts are fought by regular armies and are governed by international laws of war.

Next, we have civil wars. These are internal conflicts within a country, often between the government and insurgent groups. Notable examples include the Syrian Civil War and the Rwandan genocide. The causes of civil wars usually stem from political power struggles, ethnic or religious tensions, and economic disparities. Civil wars can be particularly devastating, leading to humanitarian crises and deep internal divisions.

Then there are proxy wars. In these conflicts, major powers support opposing sides in another country's struggle. Examples include the Korean War and the Vietnam War. The causes often relate to geopolitical strategies and the desire to contain or spread certain ideologies. Proxy wars can complicate situations as external actors influence internal conflicts.

We also see non-state conflicts. These involve at least one side that is not a state, such as terrorist groups or other non-state actors. Non-state conflicts often feature asymmetrical warfare where the weaker side uses unconventional tactics against a stronger opponent.

Identity-based conflicts are another type. These conflicts are rooted in ethnic, religious or ideological differences. Examples include the conflicts in the Balkans and the Middle East. These conflicts often involve historical and cultural grievances, making resolution challenging.

Lastly, we have resource-based conflicts. These arise from competition over valuable resources like oil, water, or land. Conflicts in Africa and the Middle east highlight how resource management and distribution impact can prevent global instability.

Understanding these different types of global conflicts is essential for civic education and engagement. It helps us appreciate the complexities of international relations and the challenges of conflict resolution. By recognizing the causes and forms of global conflicts, we can better contribute to discussions on peacebuilding and international cooperation.

What's been the true impact of the so-called 'War on Terror'? (00:00 – 04:10)

<https://www.youtube.com/watch?v=gMa657RIR00>

Nastasia Tay: The U.S. launched its so-called War on Terror in the wake of 9/11. Invasions of Afghanistan and Iraq followed, with huge loss of life. Instability spread across many parts of the Middle East. So, what's been true impact? This is Insight Story.

Hello there and welcome to the program. I'm Nastasia Tay. Now, after US President George W. Bush launched what he labeled the War on Terror in 2001, for people in countries like Afghanistan and Iraq, years of violence, death, destruction and political instability were to follow. Thousands were also detained and illegally taken to other countries. Many tortured or subjected to brutal treatment and held for years without trial. Resistance grew and pushed the U.S. and NATO out of Afghanistan two years ago.

A new investigation from a top U.S. university says more than 4.5 million people died directly or indirectly from the so-called War on Terror. We'll be discussing its legacy with the report's author and our guests in just a few moments. But first, this report from Alexandra Byers on how it all began.

Alexandra Byers: It's been more than two decades since the 9/11 attacks.

George W. Bush: And the people who knocked these buildings down will hear all of us soon.

Alexandra Byers: That morning was followed by two devastating and costly wars. In November 2001, the U.S. led an international coalition to invade Afghanistan, accusing the Taliban of harboring Al-Qaeda fighters. It launched a huge bombing campaign and a ground operation. Tens of thousands of people were killed and millions more displaced.

In 2003, the U.S. attacked Iraq as part of its so-called War on Terror, accusing its leader of stockpiling weapons of mass destruction.

Colin Powell: Saddam Hussein and his regime will stop at nothing until something stops him.

Alexandra Byers: The war plunged the country into sectarian violence and toppled Saddam Hussein. The weapons of mass destruction were never found.

George W. Bush: Major combat operations in Iraq have ended. In the battle of Iraq, the United States and our allies have prevailed.

Alexandra Byers: George Bush's declaration of victory was made before the worst violence in Iraq was yet to come. The legacy of both invasions brought disastrous consequences for people in the region. But the so-called War on Terror was never declared over and wounds it inflicted have not healed.

A new study by the Costs of War Project at Brown University estimates the post-9/11 wars and their ongoing impact have led to more than 4.5 million deaths. The scope of the report includes conflicts in places like Pakistan, Syria, Somalia and Yemen. There

are no official statistics for the numbers who died in the so-called War on Terror. But the report says there are more indirect deaths than combat fatalities. Indirect deaths are blamed on things like the breakdown of economic, environmental and psychological conditions.

More than 20 years since the war in Afghanistan, the Taliban are back in power after a hasty US and NATO withdrawal almost two years ago. International donors have frozen Afghan bank reserves and its health system is on the brink of collapse.

The report asks, in a place like Afghanistan, can any death today be considered unrelated to the US war? And what long-lasting impact will it continue to have on these countries?

Alexandra Byers for Inside Story.

REFERENCES

- Climate change: transitions to sustainability (n.d.). *The Open University*.
<https://www.open.edu/openlearn/nature-environment/environmental-studies/climate-change-transitions-sustainability/content-section-3.2.1>
- Differences Between a Country, State, and Nation (n.d.). *ThoughtCo*.
<https://www.thoughtco.com/country-state-and-nation-1433559>
- Global Governance (n.d.). *World Economic Forum*.
<https://intelligence.weforum.org/topics/a1Gb0000000LHN2EAO>
- How does global governance differ from world government? (n.d.). *The Littlehampton Academy: Government and Politics*.
<https://tlagovpol.weebly.com/how-does-global-governance-differ-from-world-government.html>
- International Task Force on Global Public Goods (2006). *Meeting Global Challenges: International Cooperation in the National Interest*.
https://ycsg.yale.edu/sites/default/files/files/meeting_global_challenges_global_public_goods.pdf
- Jenkins, J. Ph. (n.d.). *terrorism*. Encyclopaedia Britannica.
<https://www.britannica.com/topic/terrorism>
- National Security (n.d.). *ScienceDirect*. <https://www.sciencedirect.com/topics/social-sciences/national-security>
- Takang, J. M. (2012). International Conflict Resolution. In Kotzé, L, & Morse, S. (eds.). *Berkshire Encyclopedia of Sustainability: Afro-Eurasia: Assessing Sustainability*. Berkshire Publishing Group.
- Terminology (n.d.). *United Nations Peacekeeping*.
<https://peacekeeping.un.org/en/terminology>
- World Economic Forum (n.d.). *Wikipedia*.
https://en.wikipedia.org/wiki/World_Economic_Forum
- Рада Європи (2023) КОМПАС: Посібник з освіти з прав людини за участю молоді. <https://www.coe.int/uk/web/compass>
- Сліпенюк, В. (2024). Глобальне врядування та забезпечення національної безпеки: конспект лекцій.
https://drive.google.com/file/d/1_Qsr3g6BCg3CaMeS309WduF_4M0My6fB/view.
- Тема 11. Міжнародні конфлікти в сучасній світовій політиці (n.d.). Електронний архів Харківського національного університету імені В. Н. Каразіна. <https://ekhnuir.karazin.ua/server/api/core/bitstreams/cf62f005-6c01-4a8c-ac50-5917d89d6e1d/content>
- Троян, С. (n.d.). *Безпека міжнародна*. Велика українська енциклопедія.
https://vue.gov.ua/Безпека_міжнародна.

Images used on the title page under CC BY 4.0:

[https://commons.wikimedia.org/wiki/File:Flag-map_of_the_world_\(2018\).png](https://commons.wikimedia.org/wiki/File:Flag-map_of_the_world_(2018).png);
<https://picryl.com/media/the-united-nations-general-assembly-43998801865-097845>;
<https://staffinggroups.com/job-seeker/what-is-relocation-bonus/>;
<https://www.flickr.com/photos/nato/23070019171>.

This page is intentionally left blank