Democratic Practice

Introduction to Public Opinion Research, Levi Littvay, CEU Democracy Institute, 3 US credits (6 AUCA credits), 300 level, July 6 -July 29, Tuesday and Thursday 8.30-10.30 am EST (18.30-20.30 Bishkek time)

AUCA equivalent *(one of the following):*
1) Quantitative Research Methods course in Sociology
2) Experimental Methods course in Psychology
3) SPSS for Psychologists

In today's world it is increasingly important but also difficult to get an unbiased view of what people are thinking. Certain communities express their opinion loudly, while others claim the appropriateness of action citing a silent majority. In this course we explore the difficulties of getting an unbiased view of society starting from who are the people surveys ask and reach, through how the questions are asked to the hands of analysis of public opinion data. In this course scholars will learn to be critical consumers of survey research. They will learn how to design questionnaires, how survey interviewees should talk to respondents and how data collection procedures are appropriately implemented. For analysis we reach for state of the art tools in the statistical programming language R. Course will cover the basics of programming, data management and analysis.

Civic Engagement, Jonathan Becker and Erin Cannan, Bard Annandale, 3 credits (6 AUCA credits), 100 level, June 21-July 16, Monday, Wednesday, Thursday 8.30-11 am EST (18.30-21.00 Bishkek time)

AUCA equivalent:
1. *Elective in International and Comparative Politics*

This course examines historical, philosophical and practical elements of civic engagement while exploring the underlying question of what it means to be an engaged citizen in the early XXIst century. It will examine notions of personal responsibility, civic duty, political participation (including voting), and social justice. It will examine important elements contributing to civic participation, including race, gender, education, and socio-economic status. It explores modes of community engagement on a number of levels, including governmental (especially local government), not-for-profit, various forms of associational life, and social movements. The course has a local focus, but national and international issues and comparisons will be explored. This is both a Bard Network AND Engaged Liberal Arts and Sciences class that involves guest lectures, out of class fieldwork, case studies and projects within the framework of analogous classes being offered simultaneously at several of Bard's international partners, including Al-Quds Bard, American University of Central Asia, European Humanities University, Smolny College, Bard College Berlin, and refugee learners from Jordan and Kenya. The Bard class will be paired with some of these students at different points throughout the semester. The course incorporates diverse perspectives and promotes intercultural dialogue using blended learning formats featuring common texts, virtual lectures, virtual class meetings, and shared assignments that link students and faculty across multiple institutions. A selection of final projects will be featured in an end of term presentation to the network and Bard students may be eligible for micro-grants through the Open Society University Network. Due to the nature of the course, the schedule will change from time to time. It is each student's responsibility to read the updates in Moodle to confirm changes in the schedule, readings and due dates. Course meets a requirement of the Certificate in Civic Engagement.

Inequalities, Global Public Health, and Sustainability

Economics: Democratizing Work after the Pandemic, Pavlina R. Tcherneva, Bard College, 3 US credits (6 AUCA credits), 200 level, June 21- July 9, Monday, Tuesday, Thursday 9:00am-12:00pm EST (19.00-22.00 Bishkek time) **Economic Democracy Institute course.**

This course rethinks and reimagines work as a democratic project in the post-pandemic world. Working people are not simple 'resources.' That was a central lesson of the economic fallout from the COVID-19 pandemic. Workers who are now lauded as 'essential,' kept life going for many, while disproportionately suffering the ill effect of the crisis. Many of them continue to work in poorly paid jobs, have little say in their workplaces, while millions have lost their jobs and livelihoods altogether. The course examines why economic well-being and economic security cannot be governed by market forces alone. It evaluates how and why existing economic structures exacerbate rampant inequalities, erode the very foundations of economic stability, and threaten the lives of the most vulnerable. There are solutions. The course will examine specific proposals that address 1) how to meaningfully involve employees in workplace decision-making; 2) how to collectively guarantee decent and useful employment to all who seek work; and 3) how to marshal our collective resources to address some of society's most pressing needs, such as the environmental crisis. In this multidisciplinary course, students will hear from and read works by experts in the fields of economics, law, sociology, philosophy, and history, among others. Course meets a requirement for the Certificate in Inequality Studies.

Race, Health, and Inequality, Dumaine Williams, Bard College Annandale, 4 US credits (6 AUCA credits), 100 level, July 5-August 6, Monday, Tuesday, Thursday, Friday 10am - 12pm EST (20.00-22.00 Bishkek time)

The COVID-19 pandemic has put a spotlight on the fact that long-standing systemic health and social inequities have put many people from racial minority groups at increased risk of getting sick and dying from disease. This course will explore the causes and consequences of racial and ethnic health inequities and examine the history of how different countries have responded to these inequities. We will examine how racism, colonialism, segregation and globalization impact the health of incarcerated populations and the health of various immigrant groups. This course will also explore how various populations around the world respond and adapt to new outbreaks of disease and illness, along with the factors that limit the effectiveness of these responses. We will also look to the future and examine how community-based activism and large-scale social movements could move countries closer to achieving health equity. This course is part of the Racial Justice Initiative, an interdisciplinary collaboration among students and faculty to further the understanding of racial inequality and injustice in the United States and beyond.

Human Rights and Global Justice

Narratives Of Forced Displacement: Analysis, Curation And Production, Felix Diaz, American University in Bulgaria, 3 US credits (6 AUCA credits), June 21 - August 6, Tuesday and Thursday 8am-10am EST (18.00-20.00 Bishkek time).

This course focuses on narrative as the texture of the experience of the forcibly displaced, and as a field of human competence involved in their institutional processing, their survival, and advocacy of their rights. The course starts from the analysis of existing first- and third-person stories of forced displacement, in the context of their production and use; it then moves to the activities of curating, collecting and editing stories of exile, displacement and quest for asylum, put to the service of human rights advocacy. The course will be assessed on the basis of practical activities of analysis, curation, collection, edition and

publication of stories of forced displacement.

Surveillance and Privacy: Legal, Moral, and Political Issues, Christof Royer, Central European University, 3 US credits (6 AUCA credits), 300 level, June 21- August 13, Tuesday and Wednesday 6am-7.30 am EST (16.00-17.30 Bishkek time)

AUCA equivalent:
  2. *Data Protection and Information Security Law in International and Business Law*

The aims of this course are:
•   To introduce the issue of surveillance as an increasingly significant feature of contemporary societies and examine its evolution in both public and private domains.
• To critically analyse the ambiguous and multi-faceted character of surveillance.
•   To carve out an intellectual path that leads us from more 'traditional' forms of state surveillance to a 'surveillance culture'.
•   To investigate the international significance of 9/11 in relation to the use and legitimisation of surveillance methods and technologies thereafter as part of the so- called war on terror.
•   To analyse the relationship between technological aspects of surveillance and the legal and political context in which they operate, raising questions concerned with civil liberties, legitimacy and accountability.
• To examine the current and likely future public policy implications and challenges raised by surveillance.

Global Policy Making, Simon Bertrand, Ashesi University, 300 level, 4 credits (6 AUCA credits), June 21 - August 6, Monday, Wednesday, Friday 9am-10:30am EST(19.00-20.30 Bishkek time) / Friday classes are 1 hour/

AUCA equivalent:
1) *Public Policy Analysis in International and Comparative Politics*
2) *Law of International Organizations in International and Business Law*

This course builds closely on the course "Global citizenship," but approaches the issue of global citizenship from a public policy perspective, exploring the main challenges of implementing public policies at the global level. First, the course develops a framework to assess the democratic legitimacy and effectiveness of global public policies. Second, it examines the growing role of civil society (NGOs, social movements, epistemic communities) in global policy making. Third, it explores global policy making through a range of case studies: 1) climate change and sustainability policies; 2) the regulation of the use of force in the international system; 3) funding mechanisms and budget decisions in international organizations; 4) achieving global justice by preventing mass atrocities; 5) the protection of refugees. Fourth, the class ends with a simulation of the Conference of Parties (COP). Overall, the course will cut across several OSUN themes, such as democratic practice, human rights, sustainability and climate, and global justice. Its objective is for students to gain a critical understanding of the main challenges faced by the design, adoption, and implementation of cross-border policies.

Arts and Society

Women Playwrights Speak Outloud, Aimée K. Michel, Bard College at Simon's Rock, 3 US credits (6 AUCA credits), 200 level, July 5- July 23, Monday - Friday 10am-12:00pm EST (20.00-22.00 Bishkek time)

AUCA equivalent:
  1. *Arts or Humanities requirement in General Education*

This course, WOMEN PLAYWRIGHTS SPEAK OUTLOUD, focuses on the marginalized voices of women playwrights working from the end of the 20th century to the present moment, often in marginalized

spaces. We will expose how often it is the very political, confrontational nature of the writing style and content that keeps the plays from larger audiences. Class discussions will address the historical moment when the plays were written as well as each playwright's use of language and literary style as we read the work together outloud. All students will be asked to partner and lead discussions of the plays. Playwrights include Ntozake Shange, Paula Vogel, Suzan-Lori Parks and Lynn Nottage among others. A prerequisite would be First Year Seminar or the equivalent.

Thinking About Video Games, Yazid Mohammad AlBadarin, Al-Quds Bard College for Arts and Sciences, 4 US credits (6 AUCA credits), 100 level, June 19-August 4, *Saturday*, Monday, Wednesday 8.30-11 am EST (18.30-21.00 Bishkek time)

AUCA equivalent:
  1. *Game Development course at Software Engineering*

The course will introduce students to the fundamentals of game design, and an analysis of computer gaming through history, cultural and art as well as the course will focus strongly on the technical skills in designing, implementing, developing and testing the games using different game development tools, including the Unity2D and 3D game engine, blender, and C#. No prerequisite is required but basic familiarity with computers is preferred and a curious spirit and a willingness to experiment and learn.