INL 100.05 & 100.07
Introduction to International Studies
Spring 2017

Instructor: Professor Marsha Pacheco
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Phone: 843-953-0265
Office hours: MW: 1:00pm-2:00pm; or By Appointment

Section: INTL 100.05
Time: MWF: 11:00am-11:50am
Classroom: Lightsey Conference Center, B09

Section: INTL 100.07
Time: MWF: 8:00am-8:50am
Classroom: Lightsey Conference Center, B09

Course Description

This course is a wide-ranging introduction to the study of globalization and international studies. It is both interdisciplinary and multidisciplinary, and lays the groundwork for describing and explaining how international influences, and complex processes shape the world's economies, polities, and societies. Students will gain exposure to major issues in world affairs through a range of topics, such as poverty and development, climate change and the environment, armed conflicts and terrorism, international law and organizations, transnational crime, global health, and human rights. Students will also be introduced to key principles that are useful in understanding how the current global order is structured, and how it functions. By the end of the course participants should be able to identify and distinguish among core concepts and critical perspectives for interpreting important historical and contemporary themes in international affairs. More importantly, students will acquire a better understanding of the forces and events that shape the world we live in, and will be better able to make sense of everyday life.

A. International Studies & Course-Specific Learning Outcomes:

- Students will acquire an understanding of the interdisciplinary and multidisciplinary aspects of the field of International Studies and understand how a variety of disciplines approach problems and questions.
- Students will learn to think systematically about important global issues, particularly their relevance to different regions of the world.
- Students will be able to critically examine, contextualize and historicize relevant terminology and concepts such as globalization, inequality, nationalism, modernity, development etc.
- Students will learn how to employ different approaches to comprehend and analyze global forces (e.g. neoliberalism, capitalism), and their effects on various agents.

B. General Education Student Learning Outcomes:

This course meets the following General Education requirements for Social Science & Humanities:

- Students will analyze how diverse ideas are represented, interpreted, or valued in various expressions of interstate interactions and human cultures.
- Students will examine relevant primary source materials as understood by the discipline, and interpret the material in writing assignments.

The 2nd examination will measure the General Education Student Learning Outcomes:

Course Requirements & Expectations of Professionalism

Attendance: Attendance in class is mandatory and will be recorded. Students are expected to be punctual, and those who arrive 15 minutes after the start of class will not be allowed to sign the roll, and will be marked absent. (Note: This policy can change at the Professor’s discretion and pending appropriate justification). Regular attendance and participation are important because: (1) materials covered in lectures will be included in all examinations; and (2) classroom participation will provide you with an opportunity to raise any questions that you may have regarding both the readings and lectures, in addition to demonstrating your understandings of core course content. Please note that your cumulative grade will be lowered by 10 points if you accrue more than 3 unexcused absences; and excessive absences can result in your removal from the course roll. Lastly, please remember that a portion of your final grade will be based on the effort that you have put into the course, and attendance and participation are visible indicators of such effort. Grades will also be based on the quality, rather than the frequency of participation during class meetings.
Classroom Etiquette: Laptops and cellphone usage is not permitted during the class session. Notes should be written in a notebook. Violators will be asked to leave the classroom, and will be marked absent for that lecture.

Reading Assignments: Required readings will be posted on OAKS, and textbooks purchases are not a requirement of this course. Several of the readings are drawn from Steger, M. (2013). Globalization: a Very Short Introduction, which you can download from the Library (As an ebook which is provided to all students). It is your responsibility to check OAKS on a regular basis to prepare for lectures, review assigned readings, respond to discussion questions, and keep abreast of other important class related information/notices. Students are responsible for obtaining and studying all assigned class materials, including readings, documentaries, and lectures, whether you are present or absent from class. Students are expected to complete all of the required readings prior to each session, and be prepared to actively engage in class discussions. Lectures will complement – but not explicitly replicate – the readings. However they will draw upon and explore concepts and facts discussed in the readings.

Please Note: This syllabus, including the lecture schedule, readings, and assigned work and exams, is subject to change as necessary. Additional readings may be assigned throughout the semester, and changes will be announced in class, by email, or on OAKS. It is your responsibility to keep up with all readings and assignments. Check your College email inbox regularly! It is your responsibility to make sure you acquire all of the readings necessary for the class.

Discussion Board & Participation: Each week you will be expected to post (2) one paragraph responses (minimum seven lines) to a question posed by the Professor in regards to the weekly readings and class lectures. A Question will be posted ahead of each class session (totally 3 weekly), along with the require readings, and students will have until 2pm each Friday to submit their responses or comments on 2 of the 3 weekly posted questions. It will also be acceptable to respond to, or comment on another students post. You should consider these responses an important part of your participation grade. More importantly, your take away from this assignment is leaving this course not only knowing key concepts, themes, and approaches, but also improving writing and analytical skills. You will received credit for each post, and constructive comments/feedback on ONLY posts submitted by 2pm each Friday. Grades will also be based on both content and writing. There will be no makeup assignments of late submissions for this exercise.

Please Note: This is an open and engaging environment of higher learning where provocative ideas and viewpoints will often be expressed. To refine one’s critical and analytical skills, one must feel comfortable and confident when offering their thoughts or impressions, as well as when raising questions. Please be respectful of the classroom, and your classmate’s right to participate, especially when ideas and views may conflict with your own. Moreover, when responding to questions posed by the instructor or the opinions of fellow students, please do so in a manner that reflects the College’s civil and honorable code of conduct.

Examinations & Writing Assignments: There will be two examinations each worth twenty-five percent (25%) of your total grade. The mid-term exam will be a regular forty-five minute in-class session, and consists of definitions, multiple choice questions, and essay questions. This 2nd exam will be scheduled during the College’s Finals Week. Both examinations will be based on the assigned readings, class lectures and discussions. The in-class mid-term exam will place emphasis on material covered in the first half of the course. The 2nd exam will comprise essay questions, and will evaluate the General Education Student Learning outcomes (See B above).

Group Project: All students are required to participate in a group project that proposes and debates a contemporary issue, problem, or puzzle with far-reaching global policy implications. (The Instructor will designate the groups, and appropriate topics at a later date). This assignment has two variations: (1) Teams will assume the “voice” of policy advisors to a president or prime minister of a country, or (2) as executives or leaders of an international institution, or non-governmental organization. Then each team will take a position on an international issue of policy importance to a particular country or international organization, and use core concepts or themes learned in this course to recommend solutions or course of action. You are required to present all counter-arguments, but still demonstrate how your argument(s) may be superior. Groups will also give a 12 minute in class oral presentation of their findings, and a three-page summary position paper (with a fourth page being the works cited), must also be posted to OAKS by 5pm on that day. Note: You can use questions asked in class during your presentation to refine the arguments in your paper before final submission. There will be no make-ups or late submissions of this assignment.

Note: Students should utilize the library often in support of their research and presentation planning. We will have a research librarian presentation during a class session, and also, please do not hesitate to see me during my office hours if you are having trouble choosing a topic.
Academic Support Services: The Center for Student Learning (CSL)
The CSL is located on the first floor of the library, and offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include: walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website http://csl.cofc.edu/, or call 843.953.5635 for information.

Grading Policy: Grades will be based on a combination of class attendance and participation, the group project, written assignments and examinations. The breakdown of grading for the course is summarized as follows: Class Attendance (10%); Discussion Board & Participation (20%); 1st (Midterm Exam (25%); Position Paper/ Group Project (20%); 2nd Exam (25%). Make-up exams will not be offered without a written request from the Dean.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Discussion Board &amp; Participation</td>
<td>20%</td>
<td>Understanding course content &amp; providing context &amp; relationships, exploring themes &amp; concepts</td>
</tr>
<tr>
<td>1st Exam (Midterm)</td>
<td>25%</td>
<td>Assess knowledge of course materials and analytical skills</td>
</tr>
<tr>
<td>Group Presentation/Position Paper</td>
<td>20%</td>
<td>Apply critical thinking and analytical skills</td>
</tr>
<tr>
<td>2nd Exam</td>
<td>25%</td>
<td>Measures General Education Learning Outcomes</td>
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</tbody>
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Final grades will be calculated using the following table:

- A: 93-100
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D+: 67-69
- D: 63-66
- D-: 60-62
- F: <60

Disability Services
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

College of Charleston Honor Code & Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of the Honor Code, and when identified will be investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. This intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor, and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Respect & Course Rules
International studies addresses complex and often contentious issues. Students should feel free to share their informed comments, opinions and questions in class, and respect the right of their colleagues to do the same. In order to foster an environment of thought, learning, discussion and collaboration, it is important that students express themselves in an appropriate manner, listen, and learn from the debates at hand. Additionally students should:

1. Arrive in class and be seated five minutes PRIOR to class beginning.
2. When in the classroom, please turn off cell-phones and remove your hats AND headphones.
3. Absolutely NO surfing the web during lectures will be tolerated, and you may be asked to leave the classroom and marked absent for that day.
4. Do not sleep in class. It will seriously affect your class attendance and participation grade.
5. Do not chat, send or read e-mails in class. It will seriously affect your participation grade.
6. Only in the most serious of circumstances [serious personal illness, family emergency, and travel for unavoidable university business] will the instructor grant permission – which must be obtained in advance – to delay the due date of an assignment.
7. Students may request that the instructor reassess exam questions which they believe have been inaccurately evaluated. Requests for re-evaluation must be submitted to the instructor in writing [including via e-mail], within a week after the examinations are returned to students. The written statement must suggest and defend the grade that the student believes he/she deserves.
8. Instructors are interested in helping student master the course materials, hence, questions are invited during class sessions. Also, students are encouraged to take advantage of office hours to raise questions about materials covered in the course or about other matters.

Course Schedule & Reading Assignments

Note: This schedule may be subject to change pending availability of guest speakers or films, extension of class discussions, and other unforeseeable events.

Additionally, short clips, documentaries, discussion questions, suggested further readings and references will be posted on the class home page to provide students with broader historical explanations of the most significant issues confronting societies within the international arena, as well as an evolution of the study of international studies in the modern era. In other words, because of time restrictions, key historical moments during the 20th and 21st centuries may not receive in-depth attention during lectures, but comprehension and interests can be reinforced on the students own time.

Part 1: Global Transformation, Structures & Processes

Week 1: January 11-13
Introduction & Course Administration

Friday: How can we understand this complex and interdependent world? Introduction to International Studies as an Academic Discipline: Imagery in International Studies (How we act in the world depends on how we see the world!). Major issues, problems, dilemmas & puzzles.

Readings:

**Week 2: January 16-20**

**Monday: Martin Luther King Jr. Day---College Close; No Class**

**The Global Architecture**

**Wednesday:** The International System of States & Non-State Agents: Major Actors, Core Concepts & Historical & Geopolitical Trajectories; Levels of Analysis. (Part 1).

**Readings:**

**Friday:** The International System of States & Non-State Agents: Major Actors, Core Concepts & Historical & Geopolitical Trajectories; Levels of Analysis. (Part 2).

**Readings:**

**Note:** Discussion Board Postings Begin. Questions are posted; Two submissions are due each Friday by 2pm.

**Week 3: January 23-27**

**Monday:** Global Structures, Processes & Governance (Part I)

**Readings:**

**Wednesday:** Global Structures, Processes & Global Governance (Part II):

**Readings:**

**Optional:**

**Friday:** Globalization & the State: Political Globalization

**Short In-Class Documentary**

**Readings:**

**Optional:**

**Week 4: January 30-February 3**

**The Global Economic Order: Trade & Finance**

**Monday:** Economic Globalization

**Short In-class Documentary**

**Readings:**

**Wednesday:** Global Institutions: Non-State Actors and Transnational Businesses & Processes

**Readings:**
Friday: The Multilateral Trading System: From GATT to the WTO
Readings:

Week 5: February 6-10
Financial Globalization
Monday: Financial Globalization
Short In-class Documentary
Readings:

Wednesday: Regional Cooperation & Integration in International Affairs
Readings:

Friday: Global Crises
Readings:
- Seo, J. (2011). Everything will be too big to fail! In Foreign Policy; Sep/Oct. 188.

Optional

Week 6: February 13-17
The Ethics of Globalization
Monday: Anti & Alter-Globalization Movements: Part 1
Readings:

Wednesday: Anti & Alter-Globalization Movements: Part 2
Documentary: Made in China
Readings:
- Allworth, J. (2016). We just saw what voters do when they feel screwed. Here’s the economic theory of why they do it. Quartz.

Friday: Neoliberalism & Inequality
Readings:

Week 7: February 20-24
The North/South Divide
Monday: The Global South
In-class Viewing: Documentary: Life & Debt
Readings:

Wednesday: International Aid & Development
Readings:
In-class Documentary Viewing: Poverty Inc.

*In-Class Substitute: Professor will be away attending the International Studies Association Annual Meeting
**Friday:** Development and the Global South

*In-class Documentary Viewing:* Poverty Inc.

**Readings:**

*In-Class Substitute: Professor will be away attending the International Studies Association Annual Meeting*

**Week 8: February 27-March 3**

**Monday:** The Rise of the Rest

**Readings:**

**Wednesday:** Review for Mid-Term Exam

**Friday:** *IN-CLASS MID-TERM EXAM. MARCH 3RD (Covers weeks 1-8)*

**Week 9: SPRING BREAK: NO CLASSES—MARCH 5TH –MARCH 11TH**

**Part II: Global Issues, Problems & Puzzles**

**Week 10: March 13-17**

**Monday:** Culture, Identity & Globalization

**Readings:**

**Wednesday:** Modernity and Global Transformation

**Readings:**

**Optional:**

**Friday:** Culture, Identity & Globalization

**Readings:**

**Optional:**

**1st Group Project Presentation**

**Week 11: March 20-24**

**Conflict, Voluntary & Involuntary Migration**

**Monday:** Documentary: Civil Wars, Ethnic Conflicts & Genocide

*In-class Short Documentary Viewing:

**Readings:**

**Wednesday:** Human Security: Migration, Refugees & Displaced Persons

**Readings:**
In-class Short Documentary Viewing:

Friday: Women & Development
Readings:

Optional:

Week 12: March 27-31
Human Rights & International Ethics: Moral or Legal?
Monday: Human Rights & World Affairs
Readings:

Wednesday: Humanitarian Aid & Intervention; Right to Protect Doctrine
Readings:

Friday: Globalization & Illicit Economies
Readings:

Week 13: April 3-7
The Environment & World Affairs
In-class Short Documentary Viewing:
Monday: Environmental Issues
Readings:

Wednesday: Protecting the Global Commons
In-class Short Documentary Viewing:
Readings:

Optional:

Friday: Sustainable Development & Renewable Resources
Readings:

Optional:

**Week 14: April 10-14**

*In-class Short Documentary Viewing:*

**Monday: Global Public Health**

*Readings:*

**Wednesday: Demographic Change & Food Security**

*In-class Short Documentary Viewing:*

*Readings:*
- Food Security: Interview with Lester Brown

**Friday: Future Global Crises: Water**

*Readings: Documentary*

**Week 15: April 17-21**

**The Changing Faces of Conflict & Security**

**Monday: Global Security**

*Readings:*

**Wednesday: Nationalism & Ethnicity**

*Readings:*

**Friday: Terrorism and Globalization**

*Readings:*

**Week 16: April 24-28**

**The Changing Character of War & Warfare**

*In-class Short Documentary Viewing:*

**Monday: Weapons Proliferation**

*Readings:*

**Wednesday: Cyber-Warfare and International Relations**

*Readings:*

**Friday: Unconventional Global Warfare**

*Documentary: Extrajudicial Killings & International Law*

*Readings:*
*Week 17: May 1-5
The Power of Information
Monday: The Power of Information/
Readings:

Wednesday: Documentary: Did Facebook Change the Arab World?
Friday: Documentary: Did Facebook Change the Arab World?

*Last Week of Class: Semester Ends

Week 18: May 8-12 Exam Week