INTL 100: Introduction to International Studies

General Education Student Learning Outcomes:
This course meets the following General Education requirements for Humanities:

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

The GenEd outcomes will be assessed on a 2500-word final paper (due on 10 December, 2016 at 5 pm, to be uploaded to the OAKS dropbox).

Course Description and Objectives
Despite globalization, geographic, political, cultural and economic borders still shape important aspects of our lives today. We will try to understand the history of their creation as well as the contemporary significance and erosion by studying important phenomena relevant to different parts of the world today. Among other things, you will study trade and human development from a multidisciplinary perspective, international governance and the changing face of the nation-state, poverty and its relationship to health and hunger, as well as migration and tourism and their relationship with the environment and its degradation. Rather than covering each of these in depth, it is meant to expose you to different regions and approaches so that, if they further specialize in their own region and discipline over the course of their college career, they will be familiar with different ways of looking at the world, as well as the ways in which other regions are different from or similar to their own region of greatest interest.

Course Info
Days: Tue+Thu
Time: 10:50am -12:05pm
Location: Maybank 316

Texts/Readings: The book for purchase for this course is Introducing Global Issues, edited by Snarr and Snarr, 5th edition, 2012, Lynne Rienner Publishers. Additional readings will be assigned for individual sessions and are available either through the OAKS course website or through the internet/library website. A copy of this syllabus can be found on OAKS.

Instructor Info
Dr. Malte Pehl
9 Glebe St., room 202
pehlm@cofc.edu
843-953-3388

Office Hours:
Tue + Thu 9:00-10:30am
Course Requirements

Weekly Reading Quizzes (10%)  
I think of them as a way of self-checking and keeping you on track with reading material. At least once weekly. Quiz grades are averaged after the lowest quiz grade is dropped.

Active Class Participation (10%)  
Including small in-class assignments.

Global News Project (10%)  
You will fact-check a news report on a global issue/current event and write a short paper about the results. Due: 22 September 2016.

Midterm Exam (20%)  
In-class exam (50 min.) on course content up to that point, comprising short answers and an essay question. This exam tests whether you have a foundation for more in-depth study. Due: 11 October, 2016 in class.

Class Discussion Project (20%)  
In groups, you will be responsible for leading a class lesson on an assigned topic in one session and for linking it to a current event. Due date: Various, tbd.

Final Paper (30%)  
The final paper (1500 to 2500 words) will be based on your continuous collection of media reports about a topic and country of your choice (my prior approval is required) plus additional academic sources. This paper will be used for GenEd outcome assessment. Due date: 10 December, 2016 (5:00pm, on OAKS).

Late Work Policy: Missing class is not an excuse for missing work. It is your responsibility to get things in on time. I will deduct five percentage points for every day that an assignment (other than in-class assignments) is late. I will not remind you if an assignment is late. Please, alert me and the Absence Memo Office to mitigating circumstances.

I generally do not accept papers over e-mail or a paper slipped under my door. If you are having trouble with any assignment, please come and see me so we can work on solutions.

Plagiarism and the Honor Code  
To present someone else’s work as your own is to plagiarize. To reuse your own work from previous assignments in other courses is to cheat. If you draw on or quote the work of others in your writing, as you will almost surely do in this course, you must acknowledge that you are doing so. If you use someone else’s words or ideas, you must indicate this by marking (with quotation marks and signal phrases) relevant passages in your writing and by listing the source(s) you consulted. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions stem from 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. The 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. Other cases of suspected academic dishonesty will be reported to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF 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 X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. For more information about the Honor Code, please consult http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

Grading Scale  
Below is the grading scale used to calculate final grades as well as for individual assignment grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>A+</td>
<td>94-99</td>
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<tr>
<td>A</td>
<td>92-93</td>
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<tr>
<td>B+</td>
<td>89-91</td>
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<tr>
<td>B</td>
<td>86-88</td>
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<tr>
<td>B-</td>
<td>83-85</td>
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<tr>
<td>C+</td>
<td>79-82</td>
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<tr>
<td>C</td>
<td>76-78</td>
</tr>
<tr>
<td>C-</td>
<td>73-75</td>
</tr>
<tr>
<td>D+</td>
<td>69-72</td>
</tr>
<tr>
<td>D</td>
<td>66-68</td>
</tr>
<tr>
<td>D-</td>
<td>63-65</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

I am happy to work with you to avoid such errors on papers if you indicate to me in advance that you need help with this.

Attendance and Participation  
Come to class every day. Come to class on time. Come to class prepared.

You are allowed 3 absences (excused or unexcused). After 3, your grade will begin to suffer. You cannot do well if you are not here. If a situation arises during the semester that will affect your ability to attend class regularly (such as extended illness), please contact me as soon as possible so we can discuss options.
## Electronic Equipment Policy
During class sessions and exams, **no use of electronic equipment is allowed** unless approved by the instructor due to a documented disability (SNAP approval) or for teaching purposes.

## Email Etiquette
I will check and respond to emails once a day. Do not expect immediate responses! Please, write professionally, i.e. by addressing me and your peers courteously (“Dear Dr. Pehl…”, “Dear …”, etc.).

## Class Etiquette
We will start class on time. Please, be on time for class! Throughout the semester we might discuss controversial or disturbing issues. Please, be courteous and respectful of each other’s viewpoints. You will be graded on your grasp of material, not on your opinions.

## Resources

### Disability Accommodations
If you have a documented disability (learning or otherwise), and you need and/or believe you are eligible/approved for a reasonable accommodation to be made for you in this course, please contact me as soon as possible at the outset of the course, so we can design a solution that will help you be successful in this class. The Center for Disability Services is located in the Lightsey Center, Suite 104. Contact: [http://disabilityservices.cofc.edu](http://disabilityservices.cofc.edu) or call (843)953-1431.

### Writing Lab
I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit [http://csl.cofc.edu/labs/writing-lab/](http://csl.cofc.edu/labs/writing-lab/).

### Center for Student Learning
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843)953-5635.

### Addlestone Library
Our reference librarians are happy to help guide your research (in this class and all other classes). Make use of them whenever possible. Ask for an appointment with them.

## Learning Outcomes
How much you get out of this course will depend to a large extent on how much you put into your work in the class. At the end of this course you should have accomplished the following:

1. Acquiring 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,
2. Learning to think systematically about important global issues and their relevance to different regions of the world,
3. Being able to critically examine, contextualize and historicize the relevant terminology and concepts such as globalization, inequality, nationalism, modernity or development,
4. Acquiring and applying reading, information gathering and writing skills to the content of the course,
5. Learning to work with other students on collaborative assignments,
6. Developing a “student literacy” regarding the resources available on campus to aid students in their academic development.

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### The Silk Road Network

Your Instructor
Don't suffer in silence. You are welcome to email me, or make an appointment to meet me during my office hours. Many questions and issues can be easily resolved this way. If you have a quick question, feel free to stop by my office without prior appointment.
INTL 100 (Introduction to International Studies)

Reading and Exam Schedule (reading schedule is subject to change as needed, for the latest version, refer to the OAKS website):

Part I: Introducing International Studies and Globalization

Week One: Mapping International Studies and Global Issues

Tue: Introduction and Course Content


*Questions*: What are borders? Why do we think about life in its various facets by referring to localities, nations, regions, and the world? Where do ideas like “Asia,” “Africa,” “Europe” etc. come from? Why should we engage with the world and on which terms?

Week Two: One World or Many? Geography and International Studies

*Questions*: Why do we think we live in a world without borders and how do we imagine global spaces?


Thu: Reading: Lewis/Wigen, The Myth of Continents (Introduction) on OAKS.

Week Three: Globalization and Its Different Dimensions I

Tue: Globalization – A Historical Overview

Reading: Steger, Globalization – A Very Short Introduction (hereafter referred to as “Steger”), chapter 1 (CofC e-books).

*Question*: What does the term “globalization” actually mean?


*Question*: When did globalization start and how? Why is this a debatable issue?

Thu: Globalization – An Economic Phenomenon

Reading: Steger, chapter 3 (Economy)(CofC e-books).

*Questions*: What does the economy have to do with globalization? What role do governments, international economic institutions and transnational corporations play?

Week Four: Globalization and Its Different Dimensions II

Tue: Globalization – How Politics Shapes and Is Shaped by Globalization

Reading: Steger, chapter 4 (Politics)(CofC e-books).

*Questions*: What role does politics play in the globalization of life? Are we moving towards global government and away from nation states?

Thu: Globalization – Global Culture Wars or the McDonaldization of Culture?


*Questions*: How does globalization shape different cultures? How do different cultures shape the impacts of globalization? Will there be one global culture or many?
Part II: Applying Different Perspectives to Global Issues

Week Five: Sites of Globalization
Questions: What is global, national and local about globalization? What has globalization done to localities/cities and what have these site done to inflect/shape and adapt to globalization as a process?
Thu: Urbanity and Modernity in Japan –readingtbd

Week Six: Globalization and Culture: Knowledge, Power and Prejudice - How we see the Middle East
Questions: What do knowledge, power and cultural difference have to do with each other? How do we perceive one of the most complicated regions of the world and what does that have to do with how we perceive ourselves?
Tue: In-class discussion and group exercise: The Middle Eastern Imaginary.
+ Documentary Edward Said on Orientalism, (view at home prior to Tuesday’s session! Link on OAKS)

Week Seven: Technology and Globalization
Tue: Chernotsky/Hobbs, Crossing Borders, chapter 3 (on OAKS).

Week Eight: Taking Stock – Midterm Week
Tue: In-class Midterm Exam (60 min). PLEASE, BE ON TIME! (11 October, 2016)
Thu: Post-midterm post-mortem.

Week Nine: Politics at the Global Level - Geopolitics and Security Issues
Tue: Lantis, 2012, Weapons Proliferation and Conflict in Snarr/Snarr, p.15.
Thu: Lantis and Snarr, Global Security, in Snarr/Snarr, p.81.

Week Ten: Politics at the Global Level – Institutions and Actors
Tue: Chernotsky/Hobbs, Crossing Borders, chapter 10 (on OAKS).
Thu: Chernotsky/Hobbs, Crossing Borders, chapter 11 (on OAKS)

Week Eleven: Politics at the Global Level – Human Rights

Week Twelve: National Identity, Migration, and Intercultural Contact
Tue: No class! Fall break (8 November 2016)

Week Thirteen: The Global Economy - Introduction
Thu: Reeves, Poverty and Inequality in a Global Economy, in: Snarr/Snarr, p.141.
Week Fourteen: The Global Economy - Poverty and Hunger - Africa and Latin America in Comparison


**Thu:** No class! Thanksgiving break (24 November 2016)

Week Fifteen: The Environment and its Degradation – Downsides of Southeast Asia’s Economic Growth

**Questions:** What is the link between the economy, politics, consumption and environmental problems in the developed and developing world?

**Tue:** Readings: Steger, chapter 6 (Environment) (CofC e-books). + BBC documentary “Develop or Die?” (excerpts).


**Deadline for the Final Paper:** December 10, 2016 at 5 pm, to be uploaded to the OAKS dropbox (GenEd assignment).