INTRODUCTION TO INTERNATIONAL STUDIES

Spring 2015

INTL 100-07
TR: 10.50am – 12.05pm
Classroom: RSS 105
&
INTL 100-08
TR: 1.40pm – 2.55pm
Classroom: Maybank 322

Instructor: Prof. Lisa M. Samuel
Office: 9 Glebe Street, Rm. 202
Office Hours: unless otherwise indicated by the Instructor - Wednesdays, 10am – 1pm; and by appointment.
Telephone: 843-953-3389
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Course Description
Introduction to International Studies is the core course of the College of Charleston’s International Studies major. As we progress through the course, you will work towards achieving the following Learning Outcomes:

A. International Studies and Course-Specific Learning Outcomes:
   1. Students will demonstrate an ability to think globally from the perspective of multiple disciplines.
   2. Students will become familiar with the various “ways of knowing” in different disciplines.
   3. Students will compare and contrast these different disciplinary perspectives on the local-global connections in the social, cultural, economic, political, geo-political, and international legal spheres.
   4. Students will acquire an understanding of the interdisciplinary and multidisciplinary aspects of the course, that is, to understand how different disciplines approach problems and questions, as well as how different disciplines connect with one another, or simply contradict one another, when it comes to methods and goals.
   5. Students will explore the notion that the modern age, and the interconnectedness of global people, events, and processes, are both so strong and complex that they ask us to move away from singular traditional methods of research and inquiry.

These learning outcomes will be demonstrated and assessed using a variety of assignments, including a
1500- to 2500-word paper (outcome no. 1) and a reflective essay, an in-class exam, and small group geography presentations in class.

B. 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.

These outcomes will be assessed on a 1500- to 2500-word paper, the details of which will be provided to you in due course.

Required Text

(2.) Other readings, handouts and supplements which will be posted in OAKS, and/or emailed to you, and/or distributed to you in hard copy throughout the semester. These are marked with an * below.

Please Note: This syllabus, including the class schedule, readings, and assigned work and exams, is subject to change as necessary, at the discretion of the Instructor. Changes will be announced in class and by email. It is the responsibility of each student to keep up with all readings and assignments.

Course Requirements and Grading

Class Format
So that we keep the course highly informative, interactive, thought-provoking and interesting, we will have lectures and both class-size and small group discussions. During times set aside for lectures, I will lay the ground-work for our topic(s) of the week, frame the discussions which will emanate from the material, and suggest issues for such discussions. For other times, we will focus on discussing key topics related to the earlier lectures. I will also use such times to address any queries/doubts/etc. regarding course material which you may have.

Class Attendance
Attendance is mandatory. I will record your attendance at every class session. In general, irregular, unexcused absences may lead to the reduction of your overall grade at my discretion (see below for further detail). Furthermore, class participation counts for 10% of your final grade; at the risk of stating the obvious, if you are absent, you cannot participate.
Class Participation
You are expected to read all of the assigned material prior to the class for which it is assigned, and to actively participate in class discussions. Constructive, productive, respectful class discussion is something I take very seriously. I not only encourage it, but require it of each of you (see below re Class Participation and Courtesy in Class). Once we have such discussion going, I will not stifle it. This may mean that there are times when our class appears to go “off topic” – but do not assume this to be the case. Often such discussions lead to the new “ways of seeing” old material and ideas which I consider vital to your learning experience in my class.

Learning should not be viewed as a passive exercise in which you listen to your Instructor lecture on a particular topic. I expect you to participate in class discussions by asking questions and making observations about the readings, and by analyzing the topics critically. Critical thinking is an ongoing process of continuous assessment and reassessment of the dominant views in a field of study. My goal is to engage everybody in a continuing dialogue with the readings and with each other. I value the quality of your comments. Please do not simply repeat what has been said in class. Attempt to provide an analysis of the material covered.

As noted above, part of your final grade will depend upon your class participation. The grade I assign for your class participation will be based on the quality rather than the frequency of your participation during class meetings. To improve the quality of your participation, finish the assigned readings for the week before coming to class and keep yourself informed of current global events by regularly following the news. You will be provided with reading guide questions – for most classes - that you should be able to answer after you are finished critically reading the assigned articles; these reading guides serve to highlight the relevant information. Additionally, think of the reading guides as a guide for in-class quizzes and exams.

If you do not feel confident about expressing your opinion(s) on a particular issue that is taken up for discussion, then ask a relevant question. Often, a thoughtful question that is well-formulated will earn you more points than an unsubstantiated and irrelevant statement. Think critically and analytically, and please do not hesitate to ask for explanations of terms used in class.

Examinations
You will be held responsible for all of the assigned reading material, as well as for all information, materials, and instructions which may not be addressed in the assigned readings, but which may be disseminated during classes.

There will be one in-class exam in the course of the semester. This exam will be taken in class on February 19, 2015. You will need Blue Books and a pen for the exam. The exam will consist of short answer questions.

Fair warning: I do not give multiple choice questions in exams. However, I do reserve the right to change the format of the exams, but with adequate notice to you. Make-up exams will be
administered only in extreme circumstances with written and certified proof of such circumstances. We will have a review session prior to each exam.

Guidelines for exam preparation and for the taking of exams are below. Please read these thoroughly and carefully, and seek clarification from me if you do not understand any of them.

**Assignments**

(i.) In addition to the **in-class exam** and the **1500-2500 word final research paper**, you will complete **an in-class reflective paper based on the “The World Behind A Simple T-shirt”**. This will be done in class on **January 22, 2015**.

(ii.) You will also complete a one short (3-4 pages) double-spaced **fully referenced take-home Reflective Essay**. For this Essay, you will be given a short quotation pertaining to *The Ethics, Economics, and Politics of Trade* and *Poverty*. You will be asked to critically discuss two issues raised in the quotation in relation to any four assigned readings. Further details will be provided in due course. This paper is due to me in hard copy at the start of class on **April 7, 2015**.

**Grading**

The final grade will consist of the following:
- In-Class Reflective Paper 15%
- In-class Exam 25%
- Research Paper 30%
- Take-Home Reflective Essay 20%
- Participation 10%

**Grading Scheme**

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Your final grade will be determined by the quality of your work as set out above. I grade on a straight scale; I do not curve or otherwise judge your performance against that of your classmates.

If you wish to know your current grade standing in class, inquire with me about this in person. I do not give or “discuss” grades by email; this is to protect your privacy.

Remember that attendance is required and participation is taken into account in your final grade to a significant extent (see above). For some class sessions, you will be given and/or sent discussion questions about the readings by email, which you are expected to prepare for in-class participation.

**Note:** Your grade will be lowered if you have more than 3 unexcused absences. Unexcused absences in excess of 3 will result in grade penalties, and may include removal from the course roll. You are required to report your fourth and any successive absences with appropriate documentation to the Absence Memo Office at 67 George St. You are responsible for obtaining/studying all material, including readings, films, and lectures, whether you are present or absent from class. I will not normally grant extensions for assignments, and late assignments will be penalized. Papers are due on the dates stated at the beginning of class sessions. Emailed or late papers will face grade deductions. Every day a paper is late, your grade will be reduced by 5%; a paper more than 4 days late will receive an automatic grade of F. To reschedule a make-up exam, you must provide a formal excuse and the respective evidence, such as a doctor’s note routed through the Absence Memo Office.

**Extra Points**
Also, this semester there are a number of events on campus. Extra credit will be offered for attending a maximum of 2 events. To receive this extra credit, you must not only attend the 2 events; you must also submit a short (no more than 2 pages) **Reaction Paper** in which you: (1) summarize what happened or what you did, what you heard, saw or experienced; (2) relate the ideas discussed or portrayed at the event to a class discussion and and/or to materials read for class; (3) react to the event by relating your overall impressions, position, what you consider to be the strengths and weaknesses of the ideas presented, and why. For each of these extra credit assignments you can receive a maximum of 2 points (providing that you meet all of the requirements). Hence you stand the chance of receiving 4 extra points which will be added on to your final grade at the end of the semester. You may submit these assignments through-out the semester at any time – but not later than the last day of our class for the semester.

**Special Circumstances**
If you have any kind of special circumstances which I should be aware of, please do let me know early on so that your learning needs may be appropriately met. If you have SNAP accommodations of any kind, please make the appropriate notifications and arrangements with the Center for Students with Disabilities within the very first week of class. Alternatively, if you have any sort of undiagnosed learning disability, a physical impairment of any kind that will require special arrangements for taking class notes, papers, or exams, if you are an athlete or a
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member of any club or organization which will cause you to travel during our course, please let me know so that the appropriate steps may be taken.

** Courtesy in Class **
As the semester progresses, you will be exposed to a wide range of perspectives, approaches, practices, and opinions. These you will encounter in your assigned readings, and in the views expressed by your instructor and fellow classmates. You may disagree with these on a personal, religious, or scholarly level. However, you are expected at all times to demonstrate respect for the views of your classmates, your Instructor, and the published scholars whose work you will read. If you wish to discuss perspectives, approaches, practices, and opinions with which you may not agree, you must do so in an informed fashion which demonstrates that you have engaged with the relevant course material, and in a manner which does not belittle or intimidate. By us all adopting such a posture, it is hoped that you will find our course to be a challenging, inspiring and enlightening experience in which you have the opportunity to revisit and, perhaps, revise, what you believe to be “truth” in the context of International Studies.

** Academic Honesty **
When you enrolled in the College of Charleston, you signed an Honor Code. I expect that you will abide by that Code. I have zero tolerance for academic dishonesty. I reserve the right to prosecute to the fullest any act of academic dishonesty, that is, plagiarism and/or cheating, etc., by reporting same to the Honor Board. Students should be aware of the College’s policies on plagiarism as published in the Student Handbook. If you are unfamiliar with the College’s plagiarism policy please consult your student handbook.

** Please Note... **
…my office hours and contact information as set out at the start of this syllabus. Please do not hesitate to let me know if you have any questions, concerns, special circumstances, or problems. If a crisis arises which will impact your ability to fully participate in our class, please contact me ASAP so that we can work towards a resolution. Last, but not least, please know that if you attend classes, complete your preparations, and attempt to participate in class, but still have some difficulty, I will do my utmost to help you understand and engage the material – that said, you must be sure to attend fully to your own responsibilities as part of our class.

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**Course Schedule**

Jan. 13 – 16 - SALISES Conference – NO CLASS

**Jan. 20: Introductions & expectations**

*No assigned reading*
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Jan. 22 – The World Behind a T-shirt
No assigned reading

Part I: Introducing International Studies
(a.) Disciplinary Perspectives

Jan. 27 – What is International Studies? AND Historical Inquiry in International Studies
*Anderson et al, excerpts from chap. 1; and
View in class (Short) Documentary: Jamaican Street Food

Questions to consider: What is International Studies? What disciplines together make up International Studies? Why do we approach learning about the world through International Studies, and not through a single discipline?

Jan. 29 – International Studies – Perspectives on Global Issues: Geography & Anthropology
*Anderson et al, excerpts from chaps. 2, 3

Feb. 3 – International Studies – Perspectives on Global Issues: Economics & Politics
*Anderson et al, excerpts from chaps. 4, 5

(b.) Concepts and Connections

Feb. 5 - What is Globalization?
Steger, chap. 1
&
Globalization, History, and International Studies
Skim Steger, chap. 2 and *Sen, “Judging Globalism”
Reading Guide: What does “globalization” mean? When did globalization begin?
How did globalization begin?

Steger, chap. 3 & *Mingst, Economic Liberalism – excepts
AND REVIEW YOUR NOTES FROM LIFE AND DEBT!
Reading Guide: What does the economy have to do with globalization? What is economic globalization? What role do governments play in this context? And international economic institutions? And transnational corporations? What is the IMF? What was it created to do? What does it do now? What are structural adjustment programs? What characteristics do they have? What is the GATT? And the WTO? What were they created to do? What is the World Bank? What was it created to do? What does it do now? What is neoliberalism? Give examples of neoliberalism in practice. Are the benefits of free trade distributed evenly among all countries? If not, why not? Is it correct to assume that markets will regulate themselves? Have we learned anything about this from the financial situation facing the world today?
Feb. 12 - Globalization – An Economic Phenomenon? Part II
   Review: Steger, chap. 3 & *Mingst, Economic Liberalism - excepts

Reading Guide: As above Feb. 12.

Feb. 17 – Review for In-Class Exam I

Feb. 19 – In-Class Exam I

   Steger, chap. 4

Reading Guide: What, in general, is political globalization? What, in general, does political globalization involve? What is the extent of political globalization, i.e., how far has this process gone? Discuss Steger’s 3 “fundamental questions”: (a.) is it really true that the power of the nation-state has been restricted by huge flows of capital, people, and technology across territorial boundaries? (b.) are the main causes of these flows found in politics or economics? (c.) are we now living in an age of “global governance”? Why might it be argued that the power of the state is being eroded? What patterns might we identify which suggest this? On the other hand, why might we say that the state is still powerful in its own right? And on another hand (!), could we say that the role of the state has changed? If so, how? What is “global governance”? Is global governance challenging the traditional power of the state?

Key Terms – Working Definitions
1) Global governance is the evolving system of political coordination – from the local to the global – among states and intergovernmental organizations, NGOs and corporate actors, seeking to achieve common purposes or resolve collective problems through the making and implementing of global rules, programs, and policies. The term also refers to the loose framework of global regulation that constrains conduct. This “global regulation” may be institutional and/or normative. It has many elements: international law and organizations; global civil society; and shared normative principles.

2) Power is the ability to control or influence outcomes or the actions of others.

3) A State is the sovereign authority in a specified territory, with the right to use force both to maintain internal order and to defend its territory against aggression.

4) Sovereignty implies that the state is the ultimate authority in its territory, exercising legal jurisdiction over its citizens, not subject to any higher authority.

Feb. 26 – The Globalization of Politics? Part II
   Review: Steger, chap. 4

Reading Guide: As above Feb. 24

March 1 – March 8 – SPRING BREAK

Enjoy and Be Safe!
March 10 – Globalization – Putting (some more of ) the Pieces Together

No assigned reading

View in class Documentary – Life and Debt – selected sections

Class discussion will be based on the documentary and the following questions:

1) How does the political globalization/sovereignty debate play out here? How has state sovereignty been “reworked in the context of neoliberalism and economic globalization?”
2) How does the economic globalization debate play out here?
3) What issues, if any, might we identify when MNC’s come into a town and “set up shop” and what issues might we identify when MNC’s subsequently leave town?
4) What are the human experiences (both positive and negative) of and under globalization in the context of industrialization? Please think in terms of the raw details here, especially based on what you see in the documentary.
5) Does “free trade” affect women in a negative manner disproportionately vis-à-vis men?
6) What jobs do women tend to hold under the free trade scenario of MNC’s, and why?
7) Note the theme of the commodification of workers.
8) Note the theme of the mobility of capital.
9) How might we bring to the fore the voices of those who are considered as being a problem to be solved, or a nuisance, in the context of globalization?

March 12 – Globalization & Culture: One World or Clashing Cultures?

Steger, chap. 5 & view in class You-tube clip: War – No More Trouble – Playing for Change & selections from Anthony Bourdain, Parts Unknown - Libya

Reading Guide: Does globalization make people around the world more alike or more different? Why? Are we witnessing the “Americanization of the world”? Do you think that cultural diversity is destined to vanish? If not, why not? If so, why? What is the role of the media in cultural globalization?

Part II: Applying Different Perspectives to Global Issues

a) Poverty

March 17 – Laying the Foundation

*Reeves, Don/Jashinta D’Costa, “Poverty in a Global Economy”
*Banerjee, Abhijit/Esther Duflo, “But What if the Experts are Wrong?”
*The World Bank, “Poverty is Powerlessness and Voicelessness” in Finance and Development, 2000

Reading Guide: What is development? What is poverty? What is inequality?

What is the Human Development Index? What is the impact of globalization on poverty?

Think about anti-poverty strategies which we might implement in the global economy.

Is a “one size fits all” approach feasible? What case can be made in support of international trade? Do we owe a greater obligation to domestic workers and corporations
than to foreign ones? Should one purchase a product that is cheap even though it was made by workers deprived of human rights?

March 19 – Lessons from Africa and the International Community: From the Local to the Global

No assigned reading.
View in class T-Shirt Travels and class discussion.

b.) The Ethics, Economics, and Politics of Trade

March 24 - Laying the Foundation


March 26 – Lessons from Mexico and the USA

View in class Maquilapolis documentary and class discussion.
1) What issues, if any, might we identify when MNC’s come into a town and “set up shop”, and what issues might we identify when MNC’s subsequently leave town?
2) What are the human experiences (both positive and negative) of and under globalization in the context of industrialization? Please think in terms of the raw details here, especially based on what you see in the documentary.
3) Does “free trade” affect women in a negative manner disproportionately vis-à-vis men?
4) What jobs do women tend to hold under the free trade scenario of MNC’s, and why?
5) What are the pluses of foreign direct investment and free trade agreements, such as NAFTA?
6) What is the relationship between governments and corporations in the context of #5 above?
7) Note the theme of the stereotyping of women workers.
8) Note the theme of remittances. What role do remittances play in national developing economies?
9) Are factories such as the ones seen on the documentary sites of resistance against the “ills” of globalization? If so, how so?

c.) Women in the Corporate World

March 31 – Laying the Foundation

April 2 – Lessons from the United States; Latin America; the European Union
No assigned reading
Listen in class to Prugl, Elisabeth, *The Decline of Machismo*?

**& Class Discussion:** What is it about the 2008 global economic crisis that suggests we may be facing a crisis in masculinity”? What, if anything, is the connection between gender and capitalism? Why is there now a growing demand for women in top corporate positions? Are we witnessing a re-organization of gender relations? Are we witnessing a decline of “Male Power” in the global corporate world?

April 7 – Class discussion re preparation for Final Research Paper
No assigned reading

d.) 3 Takes on Migration: the Caribbean; Africa; the United States; Latin America; the European Union

April 9 – Some Background
No assigned reading
Film *Hot Cities: Lagos* and class discussion

April 14 – Some Debates

**Reading Guide:** What are people fleeing from? Why are people migrating? What are “push” factors? What are “pull” factors? What impact does such migration have on the receiving countries? What responsibilities, if any, does the receiving country have towards such migrants? What rights, if any, do you think the migrants should have in the receiving country? Have we seen any similar migratory movement in the United States either in the contemporary period, or prior to this? What impact has globalization – broadly understood – had on migration?

April 16 – Migration, Family Life, Identity, and Inclusion/Exclusion, I
Documentary *Escuela* and class discussion

1) Consider the lives of students – both in and outside of the classroom – of students who migrate.
2) What is the emotional cost of this life style for such students?
3) How does this life style affect the ability of the younger generation to master an education?
4) What do you think are the key factors that drive migrant families out onto the road each year?
5) How does this life impact the family life of the migrant workers?
6) How is the idea of financial interdependence depicted in the film, and what impact does it have on the children in the family?
7) Consider economic need vs. education.
8) Consider economic migration as life dislocation.
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9) Consider whether such economic migration emanates as a result of people being impoverished under globalization.

10) Are people’s identities being reshaped via migration under globalization?

April 21 – Migration, Family Life, Identity, and Inclusion/Exclusion, II
Escuela discussion continued – based on questions above.

April 23 – Wrap-up

*EXAMINATION GUIDELINES

*PLEASE NOTE THAT THIS LIST IS NOT EXHAUSTIVE – IT’S MERELY A COMPILATION OF SOME TIPS WHICH YOU MAY FIND USEFUL.

1.) Remember that instructors are human too! The process of answering an exam question involves a communication between you and the person who set it. If you were speaking face-to-face with that person, you would choose your verbal points and arguments very carefully in your reply. In writing, remember that it’s a person whose question you are responding to, and try to avoid being irrelevant and/or long-winded.

2.) The Essay Question: (a.) Prima facie, essay questions may seem to allow more “wiggle-room” for answering. But the examiner is looking for certain basic points which must be covered in a successful answer. Marks will not be given for irrelevant details. Therefore, essay type questions should only be answered on subjects with which familiarity with the basic concepts and any controversial matters exists. (b.) These questions may be either entirely factual, in asking you to explain the meaning of a certain doctrine or principle, or they may ask you to discuss a certain proposition, usually derived from a quotation. In either case, the approach is the same. You must devise a clear programme to give the examiner the meaning or significance of the doctrine, principle, or proposition and its origin in the context of the material that has been covered. (c.) Essay questions are a good way to get marks if you have thought carefully about a topic and diligently learned the relevant material, since it is up to you to impose the structure (unlike, say, a hypothetical/problem question, which imposes its own structure).

3.) The Short Answer, or True/False, Question: (a.) This requires a different approach. These questions require far more succinct answers than the essay questions. The student must be able to distinguish between relevant and irrelevant material. Try to limit yourself to relevancy – the quantity of knowledge is itself a trap and you must always keep within the boundaries of the question. (b.) You will have to identify the fundamental problem(s) posed by the question and the fundamental issues to be addressed. (c.) You will need to get to the point of your answer very quickly, as you will have only a few sentences in which to explain the rationale for your answer. Where the state of the field relevant to the question is not settled, the examiner will be attempting to get from the student the nature of the controversies which have led to this, as well as any opposing views. The student should be able to state which side of the argument is most plausible, and why. (d.) There may be alternative answers. All should be addressed in short order. However, if you identify only one fundamental issue, don’t waste time worrying that you haven’t come up with an alternative – there may be just one answer!

4.) Finally, remember that there is no substitute for proper preparation before taking any exam. You must strive to acquire a full appreciation of the major concepts, doctrines and principles before that moment arrives. Strive also for excellence – never settle for mediocrity!