INTRODUCTION TO INTERNATIONAL STUDIES

POL S 2500
Tuesdays and Thursdays 12.00 – 1:15
121 Old Main

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Pronouns: He/Him/His

Office Hours: Tuesdays and Thursdays: 9:30-11:30, or by appointment

A university education is not so much getting the right answers to someone else’s questions, it is about learning to evaluate existing questions and coming up with new ones. International Studies (or Global Studies, we will discuss the relative merits of the two terms) is a way of looking at the world that is designed to disrupt the standard ways we have used to understand how the world works. Essentially, this class is designed to introduce you to the real world issues usually addressed within International Studies. The class will get you to think about how addressing these issues and the way we explain them are useful in your time at university, and how they relate to potential career paths.

Perhaps these two literary quotes are a better way to sum up my hopes for the class:

“Even if you had never seen the ocean you had a picture of it in your head from what you had been told by foreign people who sometimes came upriver. You knew that one day you would go out into a world of marble pavements and peacocks, of hillsides buzzing with heat, the fragrance of crushed herbs rising around you as you walked. You planned for what your journeys would bring you: the touch of warm terra-cotta, the night sky of another climate, alien flowers, the stone-eyed gaze of other people’s saints.”

Wolf Hall, Hilary Mantel

"The world is big. Some people are unable to comprehend that simple fact. They want the world on their own terms, its peoples just like them and their friends, its places like the manicured little patch on which they live. But this is a foolish and blind wish. Diversity is not an abnormality but the very reality of our planet. The human world manifests the same reality and will not seek our permission to celebrate itself in the magnificence of its endless varieties. Civility is a sensible attribute in this kind of world we have; narrowness of heart and mind is not." (Chinua Achebe)

Bottom Line: The class is designed to help you explore the topic of international studies and the real world.
**Learning Objectives**

A university education will allow you to become a critical and thoughtful reader. That means being able to identify key ideas and concepts, think about their validity, think about how these concepts and ideas can help you understand what’s going on in the real world, and how one set of concepts or ideas relates to another set. It’s also important to be able to talk about these concepts and ideas with others. Discussing concepts helps you understand them, and develops a skill set that allows you to think conceptually within a group. *Employers* want these skills!

It's also important to realize that university is a learning process. Reflect on that. It means that you’re not expected to know everything when you walk through the door, and it's OK not to fully understand an idea or a concept the first time you come across it. It also means that there’s no lasting benefit to memorizing a concept for a quiz and then instantly forgetting about it as you prepare for the next quiz. Rather, college is a time for learning how to learn and developing an understanding of a set of concepts or ideas that will use for the rest of your lives to try and makes sense of the world we live in. That is a process of life-long learning.

After taking this class students will:-

- understand the various meanings of international/global studies
- understand and interpret what is meant by the term “globalization”
- understand terminology and frameworks required to explore various topics of international studies
- make connections between the different topics discussed
- explore how your understanding of the topics have been advanced
- consider how the concepts we discussed have helped you understand real world issues
- consider how the class material is relevant for your continuing university education
- consider how the class material is useful for your future careers

**Instruction methods**

We will work within USU’s rules and guidelines to engage the class material and projects as a group. As things stand, following the Provost’s instructions and plans we will only meet face-to-face. I will not record the class meetings or allow people to attend virtually via Zoom. The exception will be for those quarantined because of COVID. Self-isolating students through the COVID CARE system will be given access to recorded lectures. The recorded lectures will not be available to all students. Changes will be made in the semester as per Provost’s instructions.

To provide the information necessary for your work the course will consist of lectures, a textbook, videos, and in-class discussions.

**Required Readings:**
The USU library has purchased this book as an e-book. My understanding is that there is unlimited access (no limit on the amount of users or the amount of times a person may use the book). So, there should be no reason to purchase the book. However, the book is on sale at the USU bookstore if you would prefer to use a hardcopy. Because it is available as an e-book, the book is not on reserve.

Your Responsibilities

You are responsible for obtaining the lecture notes, and so you should come to class. I expect attendance. You may also download the lecture slides from Canvas (see below) to supplement your notes or print them out in advance to help you take notes.

Coming to class means arriving on time, staying for the duration and being attentive: no talking *(it drives me nuts!)*, newspaper reading, text messaging *(I might just go ballistic!!)*, or snoring. And, of course, please turn your cell-phones off.

**No late assignments will be accepted**, unless there is a medical or family emergency documented by the Dean’s office—meaning something sudden, drastic, and unforeseen. If you have scheduled events, such as weddings, family reunions, job interviews, etc., coming up plan ahead and hand in the assignment early!

**No cheating!** See below.

Academic Integrity

By remaining in this class after being presented this syllabus, it is understood that you will follow and be bound by the most recent version of the USU Student Code, and especially the policies on academic integrity (Section VI). It is my policy that plagiarizing from any other sources (including published works and web-sites) is a form of cheating that will definitely result in an “F” for the assignment and maybe even the course. Your written work must be independently produced, and must not display crossover or direct similarity with the work of a classmate; this too is a form of cheating that will definitely result in an “F” for the assignment and maybe even the course. Self-plagiarism, either for assignments within this class or using material you have written for other classes, is also a violation of academic integrity and counts as a form of cheating. **All cases of cheating will be reported to the Dean’s office**

Civility Policy

The expectation of in-class discussion of the course material reflects a belief in informed debate that respects individual opinions and differences. Each member of the Utah State University community is responsible for fostering an atmosphere imbued with dignity,
respect, tolerance, appreciation of diversity and positive regard for all members of our collegiate community.

**Course Outline:**

**Week 1, August 31: Introduction**

Reading: *Introduction to Global Studies (IGS)*, Preface and Chapter 1.

**Weeks 1 and 2, September 2, 7 and 9: Globalization and Global Citizenship**

Reading: *IGS* Chapter 1.

**Week 3, Sept. 14 and 16: Nation-State System**

Reading: *IGS* Chapter 2.

**Week 4, Sept. 21 & 23: International Organizations**

Reading: *IGS* Chapter 3.

**Week 5, Sept. 28 & 30: Human Rights**

Reading: *IGS* Chapter 4.

**Week 6, Oct. 5 & 7: Population and Consumption**

Reading: *IGS* Chapter 6.

**Week 7, Oct. 12 & 14: Infectious Disease and Globalization**

Reading: *IGS* Chapter 5.

**Week 8, Oct. 19 & 21: The Gendered World**

Reading: *IGS* Chapter 8.

**Week 9, Oct. 26 & 28: The Natural Environment**

Reading: *IGS* Chapter 7.

**Week 10, Nov. 2 & 4: The Gendered World**

Reading: *IGS* Chapter 8.

**Week 11, Nov. 9 & 11: Information and Communication Technologies**
Reading: *IGS* Chapter 9.

**Week 12, Nov. 16 & 18: Navigating the major (16th) and careers talk (18th)**

No reading – my guess is you deserve a break.

**Week 13, Nov. 23: Discussion of Final Exam**

Another week with no reading!

**Week 14, Nov. 30 & Dec. 2: War and Violent Conflict**

Reading: *IGS* Chapter 10.

**Week 15, Dec. 7 & 9: Peace**

Reading: *IGS* Chapter 11.

**TAKE HOME FINAL DUE DECEMBER **, Noon. Submitted through Canvas. There is no final exam other than the take-home final.

**The Bit You Really Should Read and Think About…Though Most Won’t**

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**Requirements and Grading**
You are responsible for accessing the Canvas website for this class to get the class material and keep up to date with any class announcements.
Class Participation counts towards 20% of your final grade. Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. You must go to the Packback website to complete these weekly discussion assignments and not Canvas. The only reason I put them in Canvas is so they show up in the Syllabus to allow you to see the deadlines. Also, the instructions in Canvas tell you which chapter of the Introduction to Global Studies textbook you should be referring to in the week’s discussion.

Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:
Your participation on Packback will count toward 20% of your overall course grade.

There will be a Weekly Friday at 5:00AM MST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 50, each worth 33.33% of each assignment grade
- 2 Responses every week with a minimum Curiosity Score of 50, each worth 66.67% of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:
An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don’t receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to https://questions.packback.co and clicking “Sign up for an Account”
   Note: If you already have an account on Packback you can log in with your credentials.

2. Then enter our class community’s lookup key into the “Looking to join a community you don't see here?” section in Packback at the bottom of the homepage.
   Community Lookup Key: bff63cda-d926-40b4-a48b-ddeac7f65272

3. Follow the instructions on your screen to finish your registration.
Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:
If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

Auto Access Materials: PackBack Questions Access

This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. PackBack can be accessed by entering the community access key at the PackBack link in Canvas, or at questions.packback.co. For more details, including dates, deadlines, and opt-out info, visit your student Auto Access Portal: https://portal.verba.io/usu/login

Weekly Response Papers count towards 40% of your final grade. They are due at the beginning of each Tuesday class. The best 9 out of a maximum of 12 response papers will count for your final grade (You may elect to do more than 9 and let me calculate the best 9, or you may skip up to 3 papers with no penalty). A response paper should be about 500 words in length (there is no need for it to be longer), double-spaced, 12 point font, one-inch margins. Proof-reading, spelling, and good grammar are expected, and points will be deducted for poor presentation.

See the Rubric in “Files” for more details.

The response papers should consist of two paragraphs. The first paragraph is a reflection on how the week’s class has changed your understanding of the particular topic. What assumptions, understanding, and opinions did you have prior to the week’s material, and in what ways has this changed? In other words, tell me how you’re thinking on the topic has changed. If it is a topic you had little or no familiarity with then tell me how this new topic has added or changed your thinking about how the world works. If you came to the topic with a certain level of knowledge, then tell me how your knowledge and understanding has been advanced. However you begin the week’s topic there is room for advancing your understanding – for example, if you think you know what is has been presented in the chapter then use the “Researching to Learn” feature in the textbook to access new material or opinions.
The second paragraph of the paper should take two or three concepts briefly defined in the highlighted boxes in the chapter assigned for the week and say how you think they are relevant to understanding an ongoing real world issue. The purpose here is to show why you think the concept is relevant to the real world issue and how you think the application of the concept helps you further understand the issue.

**Four Short Reflection Papers count towards 20% of your final grade.** At intervals in the semester you will submit a short (250 words +/- 20) essay that is a personal reflection on how the class material is helping you think about your pathway through your university studies and helping you think about post-university journey. These papers are more freestyle than the weekly response papers. They are an opportunity for you to think about how and why the class material is helping you think about a purposeful journey through university and beyond: what do you want to learn, what are you learning, what have you learned? Think of the sequence of essays in this way: How is this learning process changing the way you view the world, how you see yourself within the world, and how you want to act within the world now and for the rest of your life. The first essay counts towards 4% of your final grade, the last one counts for 6%, and the other two 5% each.

**Take Home Final Exam counts towards 20% of your final grade.** This exam will be assigned on November ** and will be due on or before December ** at Noon. You will be given a choice of three questions, of which you will choose just one. The questions will be designed to show how your knowledge and understanding of global studies has advanced over the course of the semester. The questions will allow you to explore the idea of global studies as a whole or focus on one or two topics that interest you the most. You will be asked to write a paper of approximately 3 double-spaced typed pages.

No late assignments will be accepted. All deadlines are absolute and final. Exceptions will only be made in the case of family or medical emergencies documented by the student through the Dean’s office.