

## IS 200 – Introduction to International Studies – Fall 2023

rm 105, Withers Hall – T/TH 10:15-11:30

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### This Class:

The goals of this introductory class are twofold: (1) to guide you through basic concepts associated with international studies, and (2) to give you the tools to develop a perspective on globalization for use in this class and in your own life. Is the world a ‘global village’? Are people across the planet ‘more connected than ever before’? This class explores “globalization” as a framework for understanding a number of cross-national connections. The word “globalization” became popular in the 1990s, after the disintegration of the Soviet Empire and the end of the Cold War. Its use marked a new era. Globalization as a concept, however, has a much larger arc. In this class, we consider that arc from colonialism through the Cold War to the present day, including dilemmas that globalization poses for all of us. The class draws on research which suggests undergraduate student learning requires a minimum reading of 40 pages per week and 20 pages total of writing during the course of a semester. This class offers 40 to 60 pages of reading per week and approximately 16 pages total of writing. You can reach the 20-page mark by expanding upon the existing writing assignments.

There are no prerequisites for this course. This course can serve as a required gateway class for students who intend to major or minor in International Studies. This class counts as an Interdisciplinary Perspectives in the General Education Program (GEP) and fulfills the Global Knowledge co-requisite for all university students.

### Learning Outcomes:

Upon completion of this course, students will be able to:

1. Define the field of International Studies, describe its relationship and connections to other fields, and distinguish between the distinct approaches of other academic disciplines.
2. Identify and apply connections between different academic disciplines - such as Anthropology, Geography, Sociology, History, Political Science, or Economics – to the interdisciplinary field of International Studies.
3. Explore, synthesize, and integrate concepts from two or more disciplines into the interdisciplinary field of International Studies in order to compare, analyze and critique journalistic, popular and academic information on international topics.
4. Explain the relationships between political and economic processes of globalization, particularly as they relate to capitalism and trade, and their impacts on economic, cultural, and social activities in different cultures.
6. Analyze and relate the relationship between globalization and social movements of various political positioning.
7. Apply critical and creative thinking skills in the process of addressing questions in International Studies.
8. Develop an analytical framework for linking local and regional processes of economic and cultural change to global agents and their countervailing forces.

**As a class that satisfies Interdisciplinary Studies GEP Category this course** will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

**As a class that satisfies Global Knowledge GEP Category this course** will provide instruction and guidance that help students to:

1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.
2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

**What you will need:** Curiosity and a willingness to explore. All class materials will be provided via the course Moodle site. No purchases are required for this course.

**Grades and Course Requirements:**

Assignment	Possible Points	Percentage of final grade
map quiz	10	5%
discussion facilitations (includes questions & concepts; 2 in all)	20	10%
media ticket check-ins (2 in all)	10	5%
draft exam question submissions (3 in all)	10	5%
3 exams	90	45%
media project	35	17%
attendance	20	10%
family history assignment	5	2.5%
<b>Total possible points</b>	<b>200</b>	<b>100%</b>

A minimum of 70% (C-) is required of International Studies majors and minors in order to have this course satisfy your degree requirement. All other students must receive a minimum of 60% (D-) in the course in order to pass. Students taking the course as Satisfactory/Unsatisfactory (S/U) need to make a minimum of 70% in order to pass. Final letter grades are based on the following numeric scale:

A+	196-200 pts
A	186-195 pts
A-	180-185 pts
B+	174-179 pts
B	166-173 pts
B-	160-165 pts

C+	154-159 pts
C	146-153 pts
C-	140-145 pts
D	120-139 pts
F	119 points and below

### Assignment Details:

**Attendance:** What’s the #1 predictor of student success? Class attendance! Plus, this class will be a collaborative one, where we learn from each other. If you are not present in class, it will not be possible for me and your classmates to learn from you! Thus, attendance is mandatory. As a consequence, attendance will be recorded at the beginning of class. Anyone not in the classroom when attendance is recorded will be marked absent. Students who arrive late will be marked “tardy.” Two tardies equal one absence.

If your schedule makes it difficult for you to arrive on time, please let me know. Students who leave early or otherwise spend class time on their phone or computer undertaking non-class activities may also be marked tardy. See computer and phone use policy below.

You will be allowed 2 *no-questions-asked* absences during the semester to accommodate family emergencies, travel plans, or other scheduling conflicts that may arise. The only excused absences that I need to be informed of are those for official university activities, such as trips for varsity sports and medical absences. Your attendance grade will be penalized for every absence beyond two. Each unexcused absence will subtract 4 points from your attendance grade (which amounts to 1% of your overall course grade). Students who accumulate 4 unexcused absences receive an automatic F in the course. You can access the University’s definitions of excused absences on this website: <http://policies.ncsu.edu/regulation/reg-02-20-03>.

In past semesters, I have been fairly lenient on students who sought absences for mental health days. More recently, I’m learning about how withdrawing from social contact, although it feels good in the short term, can actually make people feel worse. Even if you’re having a bad day, I encourage students to come to class for the structure and the human contact. To help us all tighten things up, the attendance policy will stand as such. If you think you’ll need a mental health day, consider saving the 2 *no-questions-asked* absences for those occasions.

**Map quiz:** Very early in the semester, we’ll have a low-stakes map quiz to get our bearings straight and start to wrap our heads around the globe, geographically speaking. This quiz will be graded pass/fail with students who fail the quiz having the opportunity to re-take. Let’s improve our knowledge of geography! Directions for the quiz will be distributed in class.

**Discussion facilitation and concepts:** Because our class is partly seminar based (we’ll talk more about that), you’ll want to come to class prepared to talk. The best way to get conversation rolling and to practice asking questions is by posing discussion questions built around a shared vocabulary. For this part of class, students will post two concepts from the day’s reading, each with a complete sentence definition. Additionally, post two questions to discuss during class. See the link at the top of our Moodle page for posting. Questions can ask for clarification/explanation of the reading material. The best questions take the material to a deeper level by asking *how, where, and under what circumstances* the information in the book might be applied to previous course readings and course topics that keep popping up in our class conversations. Only concepts and

questions submitted through Moodle will be graded. Be sure to be prepared to pose your questions during class. Students will sign up for two days of posting. Posts will receive 5 points for two questions and 5 points two concepts.

**Media Ticket Check-Ins:** At the beginning of one class meeting, each student will be required to locate *two* different news articles that illustrate or relate to one or more of key concepts of globalization that were covered *in the previous week of learning*. This assignment is an important step in enhancing our creative thinking skills. Media ticket check-ins include two parts. (1) On Moodle, post the relevant information to the link provided. (2) At the start of the class period, the student will briefly (*2 minutes only*) present the main point/arguments in the news pieces, the source where the article appeared, and explain how they illustrate or relate to a key concept covered in the previous week of learning. News articles must be selected from any of the approved news sources that are linked on our Moodle site. Chosen news articles should be as of as recent date as possible. A sign-up sheet will be activated on our Moodle site by August 31st. Each student will select a class period on a first-come, first-serve basis.

**Exams:** We'll have three, essay exams, including two mid-terms and one final. Exams will be based on all course materials, although they will not be cumulative. Because this class is a participatory one, we will develop the exam questions collectively. This means exam questions will be distributed prior to the exam period, and students will be able to take their learning to the highest possible level.

**Media Project:** This project is a review of current events related to globalization that requires students to use information sources from three different national or regional perspectives, compare and contrast how each source differently represents an issue or topic in current international affairs, then compare how the student's own assessment contrasts with that offered by an AI generator. Specific directions for this media project are posted to moodle. In general, the project requires six pages of writing. You will need to submit your topic from approval to your professor via email before Nov. 9. The media project is due on Dec. 7 and is worth 15% of your overall grade in this course.

In most cases, it is better choose a topic that focuses on a specific region/nation or issue that we have covered so far in this class, but you are free to choose any topic. This will allow you to link key concepts from our International Studies course with the case-studies you select. When choosing a topic, think about the impact of the topic/issue on the lives of the people involved. Look for various/contrasting points of view on the topic, and try to figure out how different sources approach and write about your chosen topic. Your media project should pay attention to the different groups involved who may have different interests at stake in how the topic is portrayed in media coverage. Some examples of possible topics include: Food shortages and protests against agricultural policies in developing countries; Indigenous rights in the Global South and the effects of development; Conflict between Russia and European Union in Ukraine; Social upheavals and revolutions in nations of North Africa or the Middle East; Economic crisis and Migration in the European Union, etc...

### [More on grading](#)

**Late assignments:** As a general rule, I am flexible on the timing of some assignments (exams, the map quiz), while less flexible on the time-sensitive assignments that keep the learning flowing (discussion facilitation and media tickets). This means that discussion facilitation, draft exam questions, and media tickets that do not arrive on time will receive 50% of possible points, while exams and the map quiz can be made up with no penalty.

**Incomplete assignments:** Incomplete assignments will be assessed for quality *after* consideration of the missing work. For example, work that is 80%, 70%, or 60% will first be graded as a B, C, or D, respectively. Additional points may then be deducted based on the quality of the work. Work that is less than 60% complete will receive a failing grade.

**Make-up work policy:** Please see the policy on late assignments with this added note regarding getting things in on time. In the past few years, I have been flexible about missed classes and deadlines. But students who hand things in late start to fall out of synch with the class and just don't do as well. I can tell they don't feel good about their performance. So I'm hoping we can avoid make-up work except in emergency cases, as it makes the learning better, and it makes everyone happier.

### Additional Course Policies:

**Problems with Moodle:** For help, contact [help@ncsu.edu](mailto:help@ncsu.edu) or call 919-515-HELP (4357).

**Computers and phones:** This class is all about interacting with people and thinking on your own two feet. As a consequence, computer and phone use is not permitted except for some designated class activities. Have you fallen into the habit of using electronics to take a mental break from class? I encourage daydreaming: "[MRI brain scans show that the connections between different parts of our brains increase when we are daydreaming.](#)" It's just one way that occasional idleness and boredom can actually make us happier and smarter!

**Evaluating the Class:** Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors. Evaluation website: <https://classeval.ncsu.edu>; Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu) More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

**Academic Integrity:** Assignments in this class are intended to assess *individual* knowledge and understanding of the subject material addressed in this class. Cheating or plagiarism will not be tolerated. All individuals involved in an act of academic dishonesty will be reported to the Office of Student Conduct. If you have any questions about what constitutes academic integrity and the potential penalties incurred therein, please consult: <http://policies.ncsu.edu/policy/pol-11-35-01>

**Open Learning Environment:** The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. While discussing these topics, students shall not discriminate on basis of "race, color, religion, creed, sex, national origin, age, disability or veteran status" as outlined in the University's Equal Opportunity and Non-Discrimination Policy, available at: <http://policies.ncsu.edu/policy/pol-04-25-05>

**Physical or Learning Disabilities:** Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653, and present the instructor with a letter indicating what types of accommodations will be required. Please consult: <http://policies.ncsu.edu/regulation/reg-02-20-01>.



## COURSE SCHEDULE

(Please complete all course readings **before** class. Course schedule subject to change. Any changes will be announced via Moodle which copies to your NCSU email.)

<b>1</b>	How to study globalization?	<b>August 22</b> <ul style="list-style-type: none"><li>• Reading: syllabus</li></ul> <b>August 24</b> <ul style="list-style-type: none"><li>• Reading: Anderson et al. (2015) pp 1-9</li><li>• In class: Practicing Assertive Communication and Dr. Haenn's approach to learning</li></ul>
<b>2</b>	How did we get here?	<b>August 29</b> <ul style="list-style-type: none"><li>• Visualizing globalization: Map quiz</li></ul> <b>August 31</b> <ul style="list-style-type: none"><li>• Reading: Steger Ch 7</li><li>• Due: sign up for 2 discussion facilitations and 2 media ticket check-ins</li></ul>
<b>3</b>	Foundations	<b>September 5</b> <ul style="list-style-type: none"><li>• Reading: Steger Ch 1</li><li>• In class exercise: "A day in globalization"</li></ul> <b>September 7</b> <ul style="list-style-type: none"><li>• Reading: Steger Ch 2</li></ul>
<b>4</b>	Global Agents	<b>September 12</b> <ul style="list-style-type: none"><li>• Reading: Appiah (2006)</li><li>• Reading: Fradejas-García et al. (2023)</li></ul> <b>September 14</b> <ul style="list-style-type: none"><li>• Due today: Family history (see Moodle)</li><li>• In class: Visualizing globalization on the internet</li></ul>
<b>5</b>	Checking Knowledge	<b>September 19</b> <ul style="list-style-type: none"><li>• Wellness Day – No Class</li></ul> <b>September 21</b> <ul style="list-style-type: none"><li>• Due: 2 draft exam questions</li></ul>

		<ul style="list-style-type: none"> <li>In class: Exam question prep</li> </ul>
<b>6</b>	<p>Checking Knowledge</p> <p>Globalization and Colonialism, pt 1</p>	<p><b>September 26</b></p> <ul style="list-style-type: none"> <li>In class essay exam</li> </ul> <p><b>September 28</b></p> <ul style="list-style-type: none"> <li>Reading: Opello and Rosow (2004; 2 files)</li> </ul>
<b>7</b>	<p>Globalization and Colonialism, pt 2</p>	<p><b>October 3</b></p> <ul style="list-style-type: none"> <li>Reading: D'Souza 2002</li> <li>Film: The Scramble for Africa (2010)</li> </ul> <p><b>October 5</b></p> <ul style="list-style-type: none"> <li>Reading: Mamdani (2001)</li> <li>Film: Ghosts of Rwanda (2004)</li> </ul>
<b>8</b>	<p>Expansion of Globalization: Finance</p>	<p><b>October 12</b></p> <ul style="list-style-type: none"> <li>Reading: Universal Declaration of Human Rights</li> <li>Reading: Steger, Ch. 3</li> <li>Film: <a href="#">The Spider's Web: Britain's Second Empire</a> (first 36 mins)</li> </ul>
<b>9</b>	<p>Globalization and the Cold War</p>	<p><b>October 17</b></p> <ul style="list-style-type: none"> <li>Reading: What was the Cold War?</li> <li>Video: <a href="#">The Cold War: Summary on a Map</a></li> <li>In class video: <a href="#">Foreign Assistance is National Security</a></li> </ul> <p><b>October 19</b></p> <ul style="list-style-type: none"> <li>Reading: Reynolds (2010)</li> <li>Reading: Friedman (1999)</li> </ul>
<b>10</b>	<p>Expansion of Globalization: Politics</p>	<p><b>October 24</b></p> <ul style="list-style-type: none"> <li>Reading: Steger, Ch 4</li> </ul> <p><b>October 26</b></p> <ul style="list-style-type: none"> <li>Due: 2 draft exam questions</li> </ul>



		<ul style="list-style-type: none"> <li>In class: Exam question prep</li> </ul>
<b>11</b>	<p>Checking knowledge</p> <p>Globalization: Now you see it, now you don't</p>	<p><b>October 31</b></p> <ul style="list-style-type: none"> <li>Essay exam #2</li> </ul> <p><b>November 2</b></p> <ul style="list-style-type: none"> <li>Reading: Haenn (2020)</li> <li>Media project review</li> </ul>
<b>12</b>	<p>Responding to globalization</p>	<p><b>November 7</b></p> <ul style="list-style-type: none"> <li>Reading: Moghadam, Ch 6 (2020)</li> <li>Reading: Moghadam, Ch 7 (2020)</li> </ul> <p><b>November 9</b></p> <ul style="list-style-type: none"> <li>Reading: Desai (2007)</li> <li>Film: <i>Ladies First</i> (2004)</li> <li>Last day for media project topic approval – submit your topic via email if you haven't already received approval</li> </ul>
<b>13</b>	<p>Global Ecologies; Global Media</p>	<p><b>November 14</b></p> <ul style="list-style-type: none"> <li>Steger, ch 6</li> <li>Film: EITHER <i>Extreme Oil: the oil curse</i> (2004); OR <i>Banana Land: Blood, Bullets, and Poison</i> (2014)</li> </ul> <p><b>November 16</b></p> <ul style="list-style-type: none"> <li>No class meeting</li> <li>Reading: Chang (2007)</li> <li>Readin: Gürmen (2016)</li> </ul>
<b>14</b>	<p>The Future of Globalization?</p>	<p><b>November 21</b></p> <ul style="list-style-type: none"> <li>Steger, Ch 8</li> <li>Veseth (2010)</li> </ul>
<b>15</b>	<p>Ethics in Global Engagements</p>	<p><b>November 28</b></p> <ul style="list-style-type: none"> <li>Merton (1958)</li> <li>Illich (1968)</li> <li>Ethics Primer</li> </ul>

		<b>November 30</b> <ul style="list-style-type: none"><li>• Due: 2 draft exam questions</li><li>• Exam question prep</li></ul>
<b>16</b> Dec 7, 8:30 a.m.		<ul style="list-style-type: none"><li>• <b>Exam #3</b></li><li>• <b>Media project due by 11:59 pm via Moodle, early submissions are welcome!</b></li></ul>

## Ground Rules for a Seminar

(adapted from "Participating in Seminars: Some Introductory Comments Prepared for Students in Liberal Studies and English Classes" Malaspina University-College, Nanaimo, BC, July 1998; <http://www.mala.bc.ca/~johnstoi/seminars.htm> and <http://www.princeton.edu/mcgraw/library/for-students/class-participation-contr/>)

**What is a seminar?** A seminar is a gathering of equals who discuss a particular topic or reading assignment. A seminar conversation involves everyone. Therefore, remarks are directed to all participants, not just to the leader of the seminar or to any other person in particular. In a seminar everyone has an equal right to be heard and an equal responsibility for keeping the seminar working properly. Seminars should be informal, but also polite. People's views should be treated with respect (which does not mean that they cannot be challenged), and the normal courtesies of polite conversation should be observed. It is important to remember that courtesy is not just a matter of verbal niceties. One's courtesy also manifests itself in one's tone, bodily posture, and particular activities, so that things like slouching, sitting away from the table, or surreptitiously checking a telephone detract from the conversation.

**How do seminars help student learning?** A popular saying advises us: 'Give a man a fish, you feed him for a day. Teach a man to fish, you feed him for a lifetime.' In university settings, lectures are a bit like giving a person a fish, and in some technical fields, this is the most appropriate way to convey information. Seminars are the equivalent of teaching a person to fish because seminars require students rather than the professor know the material in sufficient depth to speak on the topic. While seminar conversations can vary according to the interests students bring to the matter, they usually have a very specific focus (a text, a particular part of a text, a single issue, a prompt) around which students build a conversation.

**How will our seminar operate?** Ideally seminars take place in small classes of no more than 20 students. As ours is an introductory class, we will practice seminar techniques that you can carry into your other coursework. This means we'll combine small group discussion and mini-lectures with the more traditional seminar style. In order to jump start our conversations, we will use two techniques. The first entails posting discussion questions and key terms onto our shared document. Students can use these questions to start a conversation or move it in new directions. The second entails 'media tickets' which will connect our work to ongoing events happening in today's news. At three points in the semester, we'll collectively craft exam questions that draw on our ongoing conversations, allow you to integrate your ideas and take them to the next level.

**How should I participate in the seminar?** To begin with there are some obvious basic points. Participants should arrive on time and stay for the length of the seminar (interruptions are irritating and missing part of the conversation can lead to repetition). You should have the correct text with you. Participants should also attend carefully to what is going on, ready to contribute and displaying interest in the proceedings. To be a good seminar participant you need to have read the material (preferably more than once), reviewed any films, and to have thought about it. You should bring to the meeting some considered reflections about the topic under discussion. It is bothersome for those who have prepared themselves to have to listen to someone who has not read the material but who wishes to deliver a series of opinions on it anyway or who needs to be told the story line or the argument.

The most difficult and important skill in effective seminar participation is good listening. You need to attend carefully to what others are saying. And then you need to learn to respond intelligently and helpfully. A seminar is not just a collection of individual points of view declared one after the other. A seminar is a conversation in which the participants respond to each other. To this end, we'll practice assertive communication.

If someone's contribution is puzzling, then ask her to continue, taking care of a particular trouble you have with a point she raised. If the contribution is very good, tell the speaker so. If you disagree or have an alternative point, then put that on the table. The best participants in seminars are those who not only provide interesting and relevant comments themselves but also actively encourage others to join in. It is entirely appropriate in a seminar to decline to respond if

someone asks you a direct question. If you have nothing relevant to say on the point, there is no need to pretend. Simply decline the invitation, and let the seminar continue.

Finally, a good seminar participant will reflect upon the nature of his seminar activities, paying particular attention to any habits he is falling into. Are you always sitting in the same chair? Do you always speak up early? Do you have one particular form of comment which you always use? How much time do you usually take to make a point (are you too brief or too long-winded)? And so on. To derive the best learning from the seminar experience, you should learn to experiment with different styles.

**How do I know if my participation is of high quality?** In classes that are entirely seminar-based, for grading, the instructor considers, above all, the following points. You can ask yourself these points to be sure your work is high quality:

--preparation: Did I read the book, review the films, and come prepared to focus on the issues of the day?

-- contributions to the discussion: Did I explicitly relate or link my observations and comments to course objectives, key concepts, central themes and main topics? For example you could ask a question that relates to that week's course topic by saying something like, "How does this example illustrate the concept (course topic) of ...?"

-- interaction with others: Did I listen well? Encourage others to speak up? Ask a question that encourages someone to clarify or elaborate on a comment? Make a comment to link two people's contributions? Build on what someone else has said by being explicit about the way I am extending the other person's thought?

For example, you might reflect the comment back to the speaker to indicate that you have listened well. You might also summarize several people's contributions, taking into account a recurring theme in the discussion, such as "It seems we have heard variations on two main points of view; on the one hand...On the other..." You can disagree with someone in a respectful and constructive way. If possible, point out what is interesting or compelling in someone's comment before explaining why and how you disagree.

--some negative points: Did I digress from the conversation? Show indifference, boredom or ridicule? Was I over-eager to contribute and thereby dominated the conversation? Did I refuse to put any views on the table?

### **What is the professor's role in a seminar?**

In a seminar, the professor's job is one of moderator, clarifier, and devil's advocate. As the moderator, I will use your questions to start the conversation. I will also bring the conversation back to the topic if it strays too far, intervene to assure all students get roughly the same amount of time to talk, and, if people look confused, pause the conversation to make sure everyone is understanding the topic at hand. As the clarifier, I will occasionally offer impromptu mini-lectures and answer questions to make sure students have the necessary background information. As the devil's advocate, I will ask questions to probe the reasoning behind a student's statement, point out contradictions in a student's thinking, or guide the conversation toward points that merit further exploration. Overall, the professor in a seminar collaborates with students to sharpen the presentation of their ideas.