

Syllabus 2: Intro to International Studies

Indiana University Southeast (Abshire & Dauer)

INTL-I 100: Introduction to International Studies

Required Texts:

1. Anderson, Sheldon, M.A. Peterson, and S.W. Toops. (2018). *International Studies: An Interdisciplinary Approach to Global Issue*, 4th ed. Boulder, CO: Westview Press. ISBN: 978-0-8133-5049-3
2. RECOMMENDED: Turabian, Kate L. (2018). *Manual for Writers of Research Papers, Thesis, and Dissertations*, 9th ed. Chicago: Chicago University Press. ISBN: 978-0-226-43057-7 Note: We especially recommend this purchase for International Studies majors as it will be used in your senior seminar and will be useful for other INTL classes. There are some readings assigned during the semester but those will be provided for those who do not purchase.

I-100 Learning Outcomes and Alignment of Course Learning Outcomes and General Education (Diversity) Goals:

I100 Course Learning Outcomes	General Education Goals: Diversity
1. Explain and apply basic questions, theories and concepts from the disciplines providing the academic perspectives in the International Studies major, including, for example, the concepts of culture, economic nationalism, globalization, and realism.	
2. Discuss major historical events and major cultural, economic, and political features that characterize and shape different world regions.	2. Articulate the social and cultural influences that shape multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups.
3. Identify patterns, similarities, and differences within and between world regions relating to historical, cultural, economic, and political variables and demonstrate understanding of reasons for those patterns, similarities, and differences – and use different academic perspectives to do so.	

<p>4. Demonstrate an understanding of the major global issues, such as international terrorism and the global refugee crisis.</p> <p>5. Analyze major global issues from varying perspectives, including different academic disciplines and perspectives of peoples in different world regions.</p>	<p>3. Evaluate multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups.</p>
<p>6. Demonstrate critical thinking abilities by 1) analyzing arguments and evaluating evidence for them, and 2) arguing a position on relevant issues using evidence and your own perspectives.</p> <p>7. Demonstrate writing skills, including proper grammar and syntax, correct use of citations and references, and effective and fluid communication.</p>	
<p>8. Explain global citizenship and apply the concept to your place in the world – how you affect and are affected by international events, actors, and having a place in the human community.</p>	<p>1. Articulate multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups.</p>

Course Requirements and Grades/Assignment Point Values:

15 percent Exam 1

15 percent Exam 2

15 percent Exam 3

10 percent Map Tests

Participation

15 percent Quizzes & Activities

10 percent Article Analysis Worksheets To help you develop critical thinking skills, you will be asked to analyze three articles to assess their arguments and the evidence supporting the arguments. I will give you links to some articles from which you may choose. The articles will be related to the world regions we study. You may

choose on which regions you focus; however, each article must be about a different region! Rolling due dates suggest choosing an article from sets of regions, but you may submit assignments early if you want to do all the earlier regions. However, you should not submit your assignments late. Please note: I *encourage* you to be strategic and to choose articles related to the topic of your Issue Essay so that you can use them as sources for your Issue Essay assignment (see below).

5 percent Short Argumentative Essay To help you develop your academic writing/argumentation skills before you have to write the larger issue paper, I will ask you to write one short (one to two pages) essay. Some questions will be provided for you to choose from and will relate to the world regions we study. Please note: I *encourage* you to be strategic and to choose a question related to the topic of your Issue Essay so that you can use some of the sources from this essay in your larger, Issue Essay assignment (see below).

15 percent Issue Essay To help you think more deeply about some of the international issues we address in class and to work on your writing, research, and analytical skills, you will be asked to write an approximately four-page essay (of text, not counting references) on one of the issues highlighted early in the semester (Issue Exploration topics). You will use the relevant sections of the textbook as well as the 3 articles from the Article Analysis Worksheets assignment as resources for your essay, as well as some additional resources you will find through research. In this essay, you must state a relevant and appropriate argument and support it with evidence from your resources. This essay should be well crafted in terms of proper writing norms.

TENTATIVE SCHEDULE OF CLASS MEETINGS

(NOTE THAT READINGS SHOULD BE DONE BEFORE THE DAY LISTED SO THEY MAY BE DISCUSSED ON THAT DATE!)

TOPIC	ASSIGNMENT
Intro to course	Course Pre-Test Due before Wednesday's class! (NOTE: You get points for completing it, but your actual score does NOT affect your grade! If you know no answers, that's fine – no worries!)
Geographic Perspectives	<i>International Studies</i> (I.S.): Ch. 2 & video
Cultural Perspectives	I.S.: Ch. 3 (pages 63-80 only) & video

	Submit online assignment by midnight on the 29 th !
Cross-Cultural Communication Activity	Review concepts in Cultural Perspectives video (from 30 Aug)
Historical Perspectives	I.S.: Ch. 1 & Video Submit online assignment by midnight on the 7 th .
Political Science Perspectives	I.S.: Ch. 5 & Video
Simulation 1	There will be short readings provided in class Prepare for Map Test over Europe & Latin America
Economics Perspectives	I.S.: Ch. 4 & Video Online Assignment – you should anticipate online assignments for each day during all online/asynchronous online learning. It will be listed on Canvas but may not be listed below.
Exam 1	
Issue Exploration: International Terrorism & Rise of Islamic State	I.S. Ch. 13 & 15
Issue Exploration: Global Refugee Crisis & Veil Controversy	I.S. Ch. 14 & 16
Issue Exploration: Global Population & Climate Change	I.S. Ch. 17 & 18 Prepare for Map Test over Sub-Saharan Africa and Middle East & North Africa (MENA)
Skills Focus Session: Critical Analysis & Argumentation	Turabian: Ch. 3, 4, 5 (See Canvas Resources Page) – This will help you with your essays – you should incorporate the 5 elements of arguments from Ch. 5 into your argumentative & issue essays.
Regional Concentration: Europe	I.S.: Ch. 7 & World 101 – Europe Module
Regional Concentration: Latin America	I.S.: Ch. 12 & World 101- Latin America Module
Exam 2	
Regional Concentration: Africa	I.S.: Ch. 10 & World 101 Sub-Saharan Africa video

Regional Concentration: Middle East & North Africa (MENA)	I.S.: Ch. 11 & World 101 – Middle East Module Prepare for Map Test over Central, South, and East Asia
Regional Concentration: East Asia	I.S.: Ch. 8 & World 101 – Asia Module
Simulation 2	Model Diplomacy Uighur Pop-Up Simulation
South & Central Asia	I.S.: Ch. 9 & World 101– South & Central Asia Module
South & Central Asia continued	Model Diplomacy Afghanistan Pop-Up Simulation
Synthesis	
EXAM 3	There will be a window of days during which you can take the exam, though the exam itself will be time-limited. Remember, there will be materials from the entire semester on this exam, though most will be since Exam 2.

Specific Assignments Using World 101 Resources:

#1: In-Class Activity: Issue Exploration

Issue Exploration - In-Class

On Sep. 29, Oct. 4 & 6, we will be exploring international issues. Each of you will soon choose one of these issues to work on in more depth for the rest of the semester. This is a chance to test drive an issue before you have to commit to one for the rest of the semester. NOTE: Because you may decide to spend the rest of the semester working on a different topic, everyone must read the short textbook readings for EVERY TOPIC below. However, for the additional reading & sharing with the class, you only have to do the additional work for the topic you're assigned. Also, logistical note: I'm putting this on the Canvas calendar with the first due date but due dates are individual according to the schedule below.

Your task:

1. Read the textbook sections (shorter than normal chapters) for your assigned topic (see below).

2. Using the "Additional Resources" links associated with each topic, choose 1 of the resources (not the books – too big for this assignment), read or view/listen to the resource and then prepare to **share insights** from it with the rest of the class on your designated day. Specifically:
 1.
 - o What is the topic of the article/podcast/video?
 - o What is the argument about the topic?
 - o What is the evidence offered to support this argument?
 - o Do you find this persuasive and why?
 - o Why does this matter to people? Or why should we care about knowing this information?

Topics/Who Gets What/Additional Resources:

29 Sep: Issue Exploration: Global Refugee Crisis & Veil Controversy

Textbook readings: Chs. 14 & 16

Who:

[Additional Migration Resources \(Links to an external site.\)](#) from the Council on Foreign Relations – **World 101 Resources**.

4 Oct: Issue Exploration: Global Population & Climate Change

Textbook readings: Ch. 17 & 18

Who:

[Additional Climate Change Resources \(Links to an external site.\)](#) from the Council on Foreign Relations – **World 101 Resources**

6 Oct: Issue Exploration: International Terrorism & Rise of Islamic State

Textbook readings: Ch. 13 & 15

Who:

[Additional Terrorism Resource \(Links to an external site.\)s](#) from the Council on Foreign Relations – **World 101 Resources**

#2: Article Analysis Worksheets

Purpose

- One of the purposes of this assignment is to improve your analytical and information literacy skills.
- Use the article analysis worksheet to help you construct your "argumentative essay" and/or "issue analysis essay" due at the end of the semester.
- Being able to analyze information critically is central to success in your college courses and it is a valuable life and work skill.

Task

Choose one article from the section with the heading labeled "Articles" (the second section) from one of the regions from **the World101 "Classroom Readings List."** You will have to complete three article analysis worksheets over the course of the semester. Each article analysis worksheet must address an article from a different region. Links to each of the articles are provided in the PDF and you can also access the articles through the IU Southeast Library's electronic databases. Links to Instructor Resources page with Classroom Reading Lists (Note: Links not provided to students, just the PDFs of the lists):

- [East Asia & Pacific](#)
- [Europe](#)
- [Latin America \(The Americas\)](#)
- [Middle East & North Africa](#)
- [South & Central Asia](#)
- [Sub-Saharan Africa](#)

Criteria:

After choosing one article, analyze it by addressing the following criteria.

- Bibliographic Heading
 - Provide a Turabian-Style reference and citation (author-date style) for the article.
- Purpose
 - What type of article is this? (e.g., newspaper article, analysis piece, opinion, scholarly journal article)
 - What is the purpose or objective of the article? (e.g., information, teach, sell, entertain, persuade)
 - What publication does the article appear in and how reputable is that publication?
- Author:
 - Who is the author?
 - what are his/her/their qualifications or credentials to write this piece?
 - What are his/her/their organizational affiliations?

- Argumentation
 - What is the thesis or argument in the article? (Or what is the main idea the author would like you to walk away with?)
- Evidence
 - What types of evidence does the author use? (e.g., statistical data, interviews, government records)
 - What are the pieces of evidence the author provides? (Give multiple points of evidence.)
 - Does the evidence support the argument? Explain and cite examples to illustrate your main point(s).
 - Is the evidence sufficient and persuasive? Explain and cite examples to illustrate your conclusion.

#3: Online Discussion Activity for Latin America Based on World 101 Teaching Resource

Original World 101 Resource: <https://world101.cfr.org/sites/default/files/cta-download-files/2020/04/The%20Americas%20How%20Democratic.pdf>

Adapted for this class:

As you know from completing the World 101 module on the Americas, some Latin American countries have recently been a struggle with significant democratic backsliding (the weakening or erosion of democracy). This discussion allows you to explore that regional challenge. Using the World 101 module and [Freedom House \(Links to an external site.\)](#) (a respected international freedom & democracy watchdog organization), choose 3 Latin American countries evaluate how democratic they are, placing them on a continuum from "autocratic" (1) to "democratic" (5).

To Do:

1. Choose 3 Latin American countries and explore the health of their democracy using the **World 101 module** and the [Freedom House \(Links to an external site.\)](#) website. Decide where each would be placed on the continuum of least democratic/autocratic (1) to most democratic (5).
2. Post your countries with their rankings in the discussion below, along with an explanation of a least a few sentences for each about why you assigned the position on the continuum that you did.
3. Respond with thoughtful comments on the post of at least two other students.

#4: Online Discussion Activity for Sub-Saharan Africa Based on World 101 Teaching Resource

Original World 101 Resource (Policy Brief): <https://world101.cfr.org/sites/default/files/cta-download-files/2019/11/Policy%20Brief%20Sub-Saharan%20Africa.pdf>

Discussion Question:

You are an advisor to the leader of a Sub-Saharan African country (please choose one and identify which country in your discussion post). Consider the following scenario and the relative conditions, especially economic conditions, in your country. You can get more details about specific countries from the [CIA World Factbook \(Links to an external site.\)](#), which has basic info about each country. The material in the **World 101 module** is also useful. What would you advise your leader? Explain your reasoning. If your response contains references to specific information from any of the sources, you should use a parenthetical citation to make your source evident. (Note: good responses are based on evidence!) When you've made your post, you should post a thoughtful response to the posts of at least 2 other students in the class.

Scenario:

Your government has been approached by a Chinese firm that wishes to explore for minerals and, if it finds any, build a mine. The firm, which has ties to the Chinese government, is asking for necessary permits and a special arrangement that guarantees the firm a high percentage of profits. In return, it promises to build roads from the mine to a nearby port and to hire most of its workforce locally. Should the government make this deal?

#5 & 6: Model Diplomacy Pop-Up Cases

East Asia – Uighur Repression in Xinjiang: <https://modeldiplomacy.cfr.org/pop-up-cases/uighur-repression-xinjiang>

Central Asia – Afghanistan Withdrawal: <https://modeldiplomacy.cfr.org/pop-up-cases/afghanistan-withdrawal>