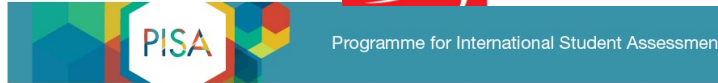




INTL 200: Interdisciplinary Approaches to Global Issues Fall 2018



Association for Cultural Studies



Instructor: Dr. Valerie H. Barske
Interdisciplinary Ph.D. in East Asian Studies
Associate Professor of History
Coordinator of International Studies & Peace Studies
Email: vbarske@uwsp.edu

Time: T/TH 3:30-4:45
Classroom: CPS326
Office Hours: M/W 10-11AM
Or By Appointment CCC 453

Course Description:

This course introduces specific skills and dispositions for oral and written communication in the International Studies major and minor. Echoing models from international programs such as the UK Benchmark Standards for Area Studies, International Studies at UWSP represents a distinctively interdisciplinary and multi-disciplinary program with a particular emphasis on area cultural studies. This course features a backward design that equips students with preliminary professional skills for combining cultural knowledge, regional specialization, and historically-grounded methodologies to analyze global issues. For our final written project, students will produce a well-documented scholarly Literature Review, which includes a historiographical component and a state of the field summary on a global cultural issue relevant to a specific country or region of interest. Writing assignments throughout the semester will provide scaffolding to build the skills necessary to generate this evidence-based academic work.

This course also offers students concrete assessment opportunities for developing their skills of intercultural effectiveness in preparation for interacting in a global professional environment. We will develop plans and engage in enhancement activities to improve oral, written, and embodied communication skills working through an adaptation of the Intercultural Effectiveness Scale (IES) and the Programme for International Studies Assessment (PISA) of the Organization for Economic Co-operation and Development (OECD). These global industry standards for international business and policy, intercultural higher education, and non-profit organizations will allow students a chance to hone their personal and marketable global competencies. Students will practice professional approaches for how to present, pose meaningful questions, and in general engage with fellow scholars by leading discussions in a conference-style classroom setting.

Course Intended Learning Outcomes:

This course aligns directly with the General Education Program outcomes for Communication in the Major and the new outcomes for the Critical Thinking Initiative Pilot. Upon completing all in-class activities and assignments, students will improve their ability to:

- Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.
- Use appropriate evidence to evaluate competing claims that inform debates in International Studies.
- Identify, articulate, and assess interdisciplinary scholarly arguments relevant to a specific cultural area of study.
- Apply interdisciplinary methods to produce an academic Literature Review relevant to a specific region of cultural area studies, properly documented and supported with evidence.

- Demonstrate a developing level proficiency in oral and embodied communication for International Studies, especially as defined by the Intercultural Effectiveness Scale and professional academic standards.

Required Course Materials:

Students are expected to bring a printed copy of the readings to class. This course does not have a purchase book. Therefore, students should reallocate the \$50 savings towards printing readings. However, feel free to be creative and find the most cost-effective ways of printing—so long as you can still read, quote, and write notes in the margins of your printed copy. If any student has any financial concerns about printing the readings, please let me know at the beginning of the semester—we will find a solution.

Evaluation Criteria

Attendance, In-Class Discussion, and Professionalism 15%:

All students will engage with course materials and participate meaningfully in classroom discussions, exercises, and activities. Students will actively take notes on in-class activities and assigned readings. As the popular article from *Scientific American* (June 3, 2013) suggests, taking notes by hand has been proven to engage specific cognitive processes and embodied actions that enhance learning. Our class is designed in the format of a seminar, a course-based group discussion in which faculty and students participate in the active co-generation of ideas rather than simply the delivery of content. As we develop our professional writing and oral communication skills, we will strive to fine-tune our abilities to articulate complex ideas and even opposing viewpoints citing evidence in an inclusive learning environment. Throughout the semester, we will practice various techniques, including ethnographically-based international examples for how professionals engage in discussions, question and answer sessions, and group work. We will utilize a number of high-impact teaching practices such as team-based activities, hands-on participatory workshops, and engaging embodied learning opportunities. Unlike a standard lecture course, in this class, we will work together to produce rather than simply to consume knowledge.

Key Terms, Reading Quizzes 10%

As we take notes and actively participate, we will have 3 scheduled quizzes on key terms, concepts, and main arguments from our readings.

Scholarly Article Summaries 20%

In order to build our skills for producing an academic literature review, we will scaffold our final project with shorter reading summaries and mini-analyses. Students will summarize peer reviewed scholarly articles in three succinct pages. The first assignment will focus on History or the historiographical background on the cultural research area and the second assignment features ethnographically-based cultural studies.

Intercultural Effectiveness Assignments 20%

Pre-Surveys, Self-Reflection, Development Plan 5%

Enhancement Activities and Reflections 10%

Post-Surveys, Final Self-Assessment 5%

Using real-world models developed by the Kozai Group, an international body of Ph.D. scholars with extensive research in comparative cultural studies and intercultural communications, this course will help students to develop an awareness of assessment measures for international leadership skills, especially intercultural competency. The main focus of this instrument is to improve 1) how we learn about another culture and the accuracy of that learning 2) how we develop and manage relationships with people from other cultures 3) how we manage the challenges and stress involved in interacting with people who are different from us. Throughout the semester, we will work on the main dimensions of intercultural competency, namely Continuous Learning (Self-Awareness and Exploration), Interpersonal Engagement (Global Mindset and Relationship Interest), and Hardiness (Positive Regard, Emotional Resilience). In addition, we will add components from the global

competencies identified by the Organization for Economic Co-operation and Development (OECD) and the Programme for International Studies Assessment (PISA).

As part of the credit for Enhancement Activities, students will be expected to attend at least 3 on-campus activities related to the special Fall 2018 exhibit and international events on German Migration. We will all attend one required event together and then students may choose 2 additional events. Students will submit a reflection on each event. Dates are already marked in the syllabus, so please make arrangements with your work and extra-curricular schedule now. If you have a conflict, please tell me the first week of class. Part of being a globally educated student is learning in a multitude of environments, and this semester's exhibit offers us a unique learning opportunity.

EXTRA CREDIT: Students may receive extra credit for attending up to 2 additional events related to the German Migration series. Students will post extra reflections for credit.



Woodrow Wilson
International Center
for Scholars

Research Literature Review 30%

Abstract, Annotated Working Bibliography 10%

First Completed Draft 10%, Final Draft 10%

Modeling a real-world research assistant internship at the Woodrow Wilson International Center for Scholars, students will produce a 10-page scholarly literature review on a particular global cultural theme relevant to their specific regional or country. Students will work through professional models in the field from journals such as *Millennium: Journal of International Studies*, *Journal of Asian Studies*, *Journal of Latin American Studies*, etc. Students will have ample time to engage with each other and the instructor for proposing appropriate topics, submitting abstracts and bibliographies for review, and working with drafts for self-editing and peer-editing.

Group Work, Leading Discussion 5%

As central to Oral Communication in the Major, this course will allow students to organize and present small group roundtable discussions, emulating professional conference experiences. We will determine the small groups at the beginning of the semester. Each group will conduct opening priming or warm-up exercises, organize discussion questions and topics, as well as create a handout with key terms, current events, and individuals most relevant to area. This exercise will be another opportunity to professionalize our communication skills. More details will be discussed and distributed in class.

Participation Expectations:

This course is designed for all students to be successful. Please contact the instructor in person if you have any extenuating circumstances that might prevent you from fully participating.

90-100—Students always come prepared for class with completed readings, notes, and any other necessary materials. In discussion, they ask on-topic questions, articulate complex ideas, and synthesize materials from previous sessions. They volunteer always ready to provide an answer when called. They treat other students with respect, offering support and helping to create an inclusive learning environment.

80-90—Students come prepared to class on a regular basis with their readings and other materials. They share ideas and communicate in group work, but could be more engaged in large group discussions. Although a student in this group might not volunteer as readily, they are always prepared to respond when called.

70-80—Students are not prepared on a regular basis, forget their materials, or fail to participate in an engaged manner. They might also wander off topic consistently, create a disturbance in the class, or show disrespect to other students. Students receiving a 70% for participation may not be able to engage fully in the coursework and with other students.

0—Students will receive zero points for participation credit when they do not attend class or when they fail to participate in a given activity.



Grading Scale:

A	93-100	B-	80 – 82	D+	67 – 69
A-	90 – 92	C+	77 – 79	D	63 – 66
B+	87– 89	C	73 – 76	D-	60 – 62
B	83-86	C-	70 – 72	F	59 and below

Course Schedule:

Reading assignments correspond to the day that students should complete the readings prior to class. Again, please plan to print, read, and bring ALL readings to class (unless otherwise specified in the syllabus). The instructor reserves the right to alter, tweak, or enhance the course schedule in consideration of the pedagogical needs of the class, so please come to class and check D2L for any alterations/updates.

Please note, I have intentionally decreased the number of required readings. In fact, there are several class periods without a specified assigned reading. This approach allows students to practice the professional skill of self-direction and motivation. Students should spend their time continually reading for the final literature review and seeking outside activities to enhance their overall global and intercultural competencies.

DATE	TOPIC	 READINGS	 ASSIGNMENTS
WEEK 1: INTERNATIONAL STUDIES AND GROWTH MINDSET			
9/4	What is a research and methods course in International Studies?	Syllabus (in class)	Complete Mindset Survey (link in D2L) by 9/5 9AM
9/6	What is Growth Mindset? Why does Growth Mindset matter personally, academically, professionally?	Dweck (2015) PRINT MindsetKit Online Resources (D2L) (Take notes on the online source)	
9/9	Teaching Critical Thinking: Flipping the Classroom with an Online Training		Complete PISA Survey, Critical Thinking Pre-Survey, THEN Critical Thinking Video Training and D2L Quiz by 9/9 11PM
WEEK 2: PROFESSIONAL GLOBAL COMPETENCE AND CRITICAL THINKING			
9/11	What is Global Competence? How do we improve and market our own Global Competencies?	PISA Framework (2018) (Take notes on the online source)	
9/13	What is Critical Thinking in International Studies?	Facione (2015) PRINT	QUIZ 1 Optional: Exhibit Opening 5-7 NFAC (Pretzels!)
9/15	Family Genealogy		Optional: Carlsten Gallery 2-4PM
WEEK 3: INTERNATIONAL CULTURAL AND AREA STUDIES RESEARCH			
9/18	How to do International Cultural and Area Studies Research	BRING Ideas and a Growth Mindset	MEET in Library ALB316

9/20	Exploring Cultural Topics for an International Studies Literature Review	Search for Articles and read Abstracts	MEET CPS 105 Optional: Migration and Ethnicity Talk NFAC 221 6-8PM
WEEK 4: IMMIGRATION AND MAPPING HISTORICAL ARGUMENTS			
9/25	Postcolonial Making of the Past	Bonilla (2011) PRINT	Optional: Religion and Immigration 6-8PM NFAC221
9/27	Argument Mapping and Summarizing Historical Works as the Basis of Area Studies Research	READ, PRINT, and Bring to Class Your History Article	QUIZ 2 Article Precs DUE 9/31 11PM D2L
WEEK 5: EMBODIED LEARNING, BODIES OF CULTURAL STUDIES			
10/2	<i>Qigong</i> : Cultivating Life Energy Guest Instructor: Judi Olson	Xu (1999) (start reading)	MEET in HEC 154 Where comfortable clothes, clean socks
10/4	Body, Discourse, and <i>Qigong</i>	Xu (1999) Read, Print, Bring to Class	Group 1 Leads Optional: Reformation and Immigration NFAC 221 6-8PM Article Precs DUE 10/6 11PM D2L
WEEK 6: MIGRATION, OUTMIGRATION, GERMANY AND THE EU			
10/8	Impact of Migration on Germany and the EU	German Consulate General Herbert Quelle	REQUIRED: 6-8PM DUC Laird Room
10/9	Intercultural Effectiveness Enhancement Exchange with ESL Students at UWSP		MEET CPS 209
10/11	Outmigration from Contemporary East Germany	Meyer (2018) PRINT	Group 2 Leads Optional: Book Launch Carlsten Gallery 6-8PM
WEEK 7: INTERDISCIPLINARY CULTURAL STUDIES ABSTRACT			
10/16	Abstract and Annotated Bibliography Workshop	Bring Ideas, Working Bibliographies to Class	MEET CPS107 Optional: Anti-German Sentiment Pre-WWI NFAC 221 6-8PM
10/18	Writing and Editing an Interdisciplinary Abstract	No In-Class Meeting	If possible, attend an optional event
10/20	German <i>Origami</i> ?	Frömmelsterne (Christmas Stars) Workshop	Optional: Carlsten Gallery 10AM-12PM
10/21	Intercultural Effectiveness Enhancement Activity Responses		TWO Responses DUE in D2L 11PM (10/8 Plus One More Event)
WEEK 8: CULTURAL WELLNESS, RESEARCH ABSTRACT			
10/23	What is Hasya Yoga? Laughter as Cultural Wellness Guest Instructor: Judi Olson	Wingham (2012) PRINT	MEET in HEC154
10/24	Reflecting on German Migration		Last Activity Response DUE 11PM D2L

10/25	Abstract and Annotated Bibliography Archival Research Workshop	Bring pencils, paper, phones, and/or cameras. NO PENS OR WATER	MEET in ALB 520 Abstract DUE 10/27 11PM D2L
WEEK 9: COLONIALISM, RACE, FOOD, AND SEXUAL WITCHCRAFT?			
10/30	Colonial Cuisine in British Nigeria	Robins (2010) PRINT	
11/1	Sexual Witchcraft and the Mexican Inquisition	Behar (2013) PRINT	Group 3
WEEK 10: LITERATURE REVIEW WORKSHOPS			
11/6	What is a Literature Review in International Studies?		MEET CPS 107 Lit. Review Workshop I
11/8	Writing an International Studies Literature Review		CPS107 Lit. Review Part II Workshop
WEEK 11: POST/COLONIAL GENDER ISSUES: PERFORMANCE AND SPORTS			
11/13	Dancing Postcolonial Trauma and Gender in Okinawa	Barske (2015) PRINT	Group 4
11/15	Strong Mothers Make Strong Athletes: Eugenics and Nationalism in Brazil	Goellner et al. (2012) PRINT	Group 5
WEEK 12: WRITING WORKSHOPS FOR INTERNATIONAL STUDIES LITERATURE REVIEW			
11/20	Writing Workshop for Literature Review Part I	BRING Digital File of Literature Review Draft	MEET CPS 107 FULL DRAFT DUE 5PM 11/21
11/22	Embodying Cultural Practices: EAT!	Thanksgiving	
WEEK 13: WRITING, PEER EDITING, AND SELF-ASSESSMENT			
11/27	Peer Editing Workshop	Paper Copy of Papers will be Provided	QUIZ 3
11/29	Individual Writing Meetings	Please come to the time you signed up for in class	Individual Meetings CCC462
WEEK 14: PROFESSIONAL WRITING AND LITERATURE REVIEW			
12/4	Individual Writing Meetings	Please come to the time you signed up for in class	Individual Meetings CCC462
12/6	Embracing and Enacting Feedback	BRING digital copy of your paper with feedback	MEET CPS 107 Final Workshop
WEEK 15: REFLECTING ON INTERDISCIPLINARY APPROACHES TO INTERNATIONAL STUDIES			
12/11	Celebrating Global Citizenship	Bring water or something to drink in class	
12/13	Intercultural Effectiveness Re-Assessment		MEET CPS 107 Final Assessments/Surveys

Reminder: The instructor reserves the right to add, delete, or alter readings and assignments based on the pedagogical needs of the course. Please attend class and check D2L for any updates or changes.

