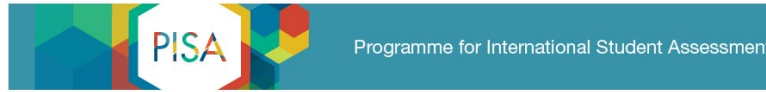


# INTL 200: Interdisciplinary Approaches to Global Cultural Issues

## Fall 2021



Association for Cultural Studies

Instructor: Prof. Valerie H. Barske  
Interdisciplinary Ph.D. in East Asian Studies  
Professor of History  
Coordinator of International Studies & Peace Studies  
Email: [vbarske@uwsp.edu](mailto:vbarske@uwsp.edu)

Time: T/TH 3:30-4:45PM  
Classroom: CCC 305  
Office Hours: T 10-11AM  
on Zoom or by Appointment

### Course Description:

This course introduces specific skills, methods, and dispositions for International Studies majors and minors. 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 cultural issues. Writing assignments throughout the semester will provide scaffolding to build the skills necessary to generate evidence-based academic work as well as to produce an introductory professional portfolio featuring a variety of writing samples.

This course also offers students concrete assessment opportunities for developing their skills of global competence in preparation for interacting in a global professional environment. We will work to improve specific global competencies based on research developed by the Programme for International Studies Assessment (PISA) of the Organization for Economic Co-operation and Development (OECD) and the US Department of Education. These competencies prepare students for career paths in international education, foreign policy or public law, non-profit work, and a variety of other competitive fields. In addition, the dispositional aspects of these competencies relate to our broader goals at UWSP, to help students Discover their Purpose as culturally adept global citizens who learn not only how to make a living, but also how to make a life and a difference in the world!

### Honoring Native Land, UWSP Indigenous Land Recognition:

We would like to recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho-Chunk and Menominee people. Please take a moment to acknowledge and honor this ancestral Ho-Chunk and Menominee land, and the sacred lands of all indigenous peoples (UWSP SGA 2017). This course challenges us all to unpack the complex histories of colonialism, race, gender, nation, empire, and modernity that continue to shape the legacies of violence that resulted in building a state university on native ancestral lands. In the Department of History and International Studies at UWSP, we are working to become better collaborators with our native partners not only in representing the past, but most importantly in creating contemporary cross-cultural connections and building a shared sense of thriving communities for the future.

### **Course Intended Learning Outcomes:**

This course aligns directly with the new Program Learning Outcomes for International Studies (INTL PLOs 2020) based on the framework of Global Competence articulated by PISA (2018), the Asia Society and the Center for Global Education. With sufficient effort, globally competent students are able to:

- Investigate the world beyond the U.S., framing significant problems and conducting well-crafted and level-appropriate research.
- Recognize perspectives, others' and their own, articulating and explaining perspectives thoughtfully and respectfully to demonstrate cultural empathy.
- Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
- Take action to improve conditions, viewing themselves as players in the world, and participating reflectively.

Upon completing all assignments and activities with sufficient effort, students in this course will be able to:

- Evaluate interdisciplinary academic research for investigating a global issue in a specific cultural context
- Analyze diverse forms of evidence, data, and perspectives to articulate a scholarly research proposal abstract and annotated bibliography on international cultural studies
- Demonstrate equity-minded professional approaches to communicate with diverse audiences by facilitating small group discussions on a global cultural issue
- Apply cultural empathy, intelligent humility, divergent thinking, and perspective taking through in-class discussions and professional collaborations
- Demonstrate technological literacy through professional e-portfolios and effective communication on digital platforms
- Identify and employ human resources across campus for success in scholarly research and future global careers

### **Evaluation Criteria and Assessments**

#### **Attendance, In-Class Writing and Discussion, Inclusive Professionalism 10%**

All students are expected to attend every class period, to engage with course materials, to participate meaningfully in classroom discussions, exercises, and activities. Students will earn points for each class period by attending and participating in inclusive and professional ways. If a student cannot be present, they cannot receive points. If a student must miss a class due to COVID-19, please contact me via email as soon as possible. I will decide on a case-by-case basis how to allow for some flexibility and leniency in this policy for emergencies or issues related directly to the current global pandemic. Please respect and not abuse this flexibility. To improve learning and retention of materials, students are required to take notes actively on in-class activities and assigned materials. As an article published in the *Scientific American* (June 3, 2013) argues, taking notes by hand has been proven to engage specific cognitive processes and embodied actions that enhance learning. The assessments in our class will focus on embodying global competencies through specific critical thinking argumentation. Students' notes should synthesize discussions and activities to identify the argument, evidence, methods of analysis, and conclusions in course materials.

This course has been designed based on years of research in the Scholarship of Teaching and Learning (see especially Barske 2018 and Barske et al. 2019). The course is NOT primarily a lecture-based course because lecture alone does not offer the most effective nor the most equitable way for students to engage with materials (Sipress and Voelker 2009). We will strive to build a sense of community, to engage, to connect, and to co-generate knowledge together.

### **Shared Guidelines of Interaction and Participation Expectations:**

We will work together to co-create a “braver” space in the classroom by recognizing the importance of equity-minded teaching and learning by acknowledging the historical realities of unequal power dynamics in education. Equity-minded teachers represent practitioners who “question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change” (USC Center for Urban Education 2021). As central to the skills and dispositions of global competence, we will engage in discussions, activities, and materials that challenge us to be “B.R.A.V.E.” meaning Bold, Relevant, Authentic, Valuable, and Educational (Thomas Jefferson University 2021). At the beginning of the semester, we will co-develop a set of shared guidelines of interaction and participation expectations to guide our journey throughout the course.

### **Identifying Argumentation (Quizzes) 20%**

We will have scheduled quizzes approximately every other week. ALL course materials are fair game for quiz content, but the quizzes are not intended to be punitive or focus on “gotcha” questions. The main point of the quiz assesses how students develop their skills of identifying argumentation as the foundation of critical thinking. The questions encourage students to engage with course materials to identify and to assess arguments, evidence, methods of analysis, and conclusions. The quizzes remain open in Canvas all semester, however please work hard to stay on schedule; it can be stressful to play catch up at the end.

### **“Taking Action” to Apply Global Competencies: Professional Research and Writing 30%**

These assignments are designed to apply cultural knowledges, to demonstrate interdisciplinary professional skills, and to embody dispositions of a global citizen.

### **Facilitating Small Group Discussion on a Global Cultural Issue 10%**

Students will lead small groups in class on a global cultural issue related to the themes or topics they have been exploring in the course.

### **Professional Research Proposal and Final Reflection 30%**

Students will complete a professional research proposal including an abstract and annotated bibliography, as well as a final reflection on the course.

### **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

### **Academic Integrity, Community Rights and Responsibilities:**

Please consult the UWSP Community Rights and Responsibilities Handbook for details:

<http://www.uwsp.edu/acadaff/HLCSelfStudy/Community%20Rights%20and%20Responsibilities%202011.pdf>

### **Accessibility Statement**

Equity of Educational Access: If you have a learning or physical challenge that requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Disability Services ALB 609 715-346-3365

<http://www.uwsp.edu/disability/Pages/default.aspx>

### **Weekly Schedule and Required Materials:**

The most up-to-date schedule will be posted in our Canvas website. Canvas will also post reminders for due dates. We do not have a required textbook or purchase book for this class, so please stay current with all the materials posted online. I see my role as curating a digital collection of materials most relevant to our journey together. Please take meaningful notes on the arguments, evidence, methods, and conclusions of ALL materials and bring them to each class. Please also recognize that I will ask students to print a few readings to bring to class, especially when we engage with interdisciplinary secondary scholarship. All assignments and quizzes will be due on Sunday evenings at 11PM for consistency. However, I would encourage students to complete their assignments during the week when possible so you can enjoy your weekends.

### WEEK 1: Getting to Know You as Global Citizens

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Honoring Native Land</li> <li>❖ UN Forum on Indigenous Issues</li> <li>❖ Brave(r) Space</li> <li>❖ Equity-minded</li> <li>❖ Gender Pronouns</li> <li>❖ ILGA</li> <li>❖ Global Citizenship</li> <li>❖ International Laughter Practices</li> <li>❖ Personal Anthropology</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Class Survey</li> <li>• Required Materials for 9/2</li> <li>• <b>TAKING ACTION Week 1</b> My Personal Anthropology Video</li> </ul>	<ul style="list-style-type: none"> <li>• TH 9/2 3PM</li> <li>• TH 9/2 3PM</li> <li>• SU 9/5 11PM</li> </ul>

### WEEK 2: Embodying “Ikigai,” Discovering Your Purpose through Global Competencies

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ “Ikigai”=Life Purpose</li> <li>❖ Cultural Appropriation</li> <li>❖ Global Competencies</li> <li>❖ OECD</li> <li>❖ PISA</li> <li>❖ Center for Global Education, Asia Society</li> <li>❖ International Educational Reform</li> </ul>	<ul style="list-style-type: none"> <li>• Required Materials for 9/7</li> <li>• Required Materials for 9/9</li> <li>• <b>QUIZ Week 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• T 9/7 3PM</li> <li>• TH 9/9 3PM</li> <li>• SU 9/12 11PM</li> </ul>

### WEEK 3: Make a Life, a Living, and a Difference with International Studies

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Careers in International Studies</li> <li>❖ Alumni Stories</li> <li>❖ Professionalization</li> <li>❖ CV vs. Resume</li> <li>❖ Cover Letters</li> <li>❖ Applications</li> </ul>	<ul style="list-style-type: none"> <li>• Required Materials for 9/14</li> <li>• Required Materials for 9/16</li> <li>• Professional Cover Letter and CV (Bring drafts to class)</li> <li>• <b>TAKING ACTION Week 3</b></li> </ul>	<ul style="list-style-type: none"> <li>• T 9/14 3PM</li> <li>• TH 9/16 3PM</li> <li>• TH 9/16 3PM</li> <li>• SU 9/19 11PM</li> </ul>

### WEEK 4: International Interdisciplinary Studies, Archival Sources as Evidence

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Cultural History and International Studies</li> <li>❖ Interdisciplinary</li> <li>❖ Cultural Studies</li> <li>❖ Cultural Anthropology</li> <li>❖ Orientalism</li> <li>❖ International Studies Association</li> <li>❖ Society for Cultural Anthropology</li> <li>❖ International Society for Cultural History</li> <li>❖ Archival Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Required Materials for 9/21 <b>MEET in the Library ALB 316</b></li> <li>• Required Materials for 9/23</li> <li>• <b>MEET in the Archives ALB 520</b></li> </ul>	<ul style="list-style-type: none"> <li>• T 9/21 3PM</li> <li>• TH 9/23 3PM</li> <li>• TH 9/23 3:30PM</li> <li>• SU 9/26 11PM</li> </ul>

### WEEK 5: Interdisciplinary Scholarship, Global Issues, International Cultural Case Studies

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Interdisciplinary Scholarship on Global Cultural Issues</li> <li>❖ Interdisciplinary Methods of Analysis</li> <li>❖ Global Issues and Cultural Case Studies</li> <li>❖ Article Precs</li> <li>❖ Identifying and Articulating Research Topics</li> </ul>	<ul style="list-style-type: none"> <li>• Required Materials for 9/28</li> <li>• Required Materials for 9/30</li> </ul>	<ul style="list-style-type: none"> <li>• T 9/28 3PM</li> <li>• TH 9/30 3PM</li> </ul>

### WEEK 6: Article Precs, Study Abroad Fair, Peer Editing Workshop

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Gender, Embodiment, Race, and Intersectionality</li> <li>❖ Professional Writing</li> <li>❖ Article Precs</li> <li>❖ Study Abroad Fair</li> <li>❖ Peer Editing/Review Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Study Abroad Fair</li> <li>• Peer Editing/Review Workshop</li> <li>• Article Precs (Bring drafts to class)</li> <li>• <b>TAKING ACTION Week 6</b></li> </ul>	<ul style="list-style-type: none"> <li>• T 10/5 3PM</li> <li>• TH 10/7 3PM</li> <li>• TH 10/7 3:30PM</li> <li>• SU 10/10 11PM</li> </ul>

### WEEK 7: Analyzing Global Cultural Issues: Gender and Intersectionality

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Methods of Analysis</li> <li>❖ Global Cultural Issues</li> <li>❖ Gender</li> </ul>	<ul style="list-style-type: none"> <li>• Required Materials for 10/12</li> <li>• Required Materials for 10/14</li> </ul>	<ul style="list-style-type: none"> <li>• T 10/12 3PM</li> <li>• TH 10/14 3PM</li> </ul>

❖ Intersectionality ❖ Embodiment		
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**WEEK 8: International Case Studies: Postcolonialism, Race, and Empire Strikes AGAIN!**

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Empire</li> <li>❖ Imperial Hangovers</li> <li>❖ Colonialism</li> <li>❖ Postcolonialism</li> <li>❖ Race</li> <li>❖ Decolonization</li> <li>❖ Understanding Theoretical Frameworks in Interdisciplinary Research</li> </ul>	<ul style="list-style-type: none"> <li>• Required Materials 10/19</li> <li>• Required Materials 10/21</li> <li>• <b>Quiz Week 8</b></li> </ul>	<ul style="list-style-type: none"> <li>• T 10/19 3PM</li> <li>• TH 10/21 3PM</li> <li>• SU 10/24 11PM</li> </ul>

**WEEK 9: Mini-Analysis of Qualitative Evidence in International Studies**

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Analyzing Sources</li> <li>❖ Primary Sources</li> <li>❖ Qualitative Evidence</li> <li>❖ Qualitative Methods and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Required Materials for 10/26 Guest Administrator, Bring Questions for the Assistant Dean School of Humanities and Global Studies</li> <li>• Required Materials for 10/28</li> </ul>	<ul style="list-style-type: none"> <li>• T 10/26 3PM</li> <li>• TH 10/28 3PM</li> </ul>

**WEEK 10: International Case Studies: Sustainable Cultural Practices and Environmental Activism**

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Sustainability</li> <li>❖ Cultural Practices</li> <li>❖ Environmental Activism</li> </ul>	<ul style="list-style-type: none"> <li>• Required Materials for 11/2</li> <li>• Required Materials for 11/4 Post Video in Canvas for your Discussion Group by 11PM 11/4</li> </ul>	<ul style="list-style-type: none"> <li>• T 11/2 3PM</li> <li>• TH 11/4 3PM</li> </ul>

**WEEK 11: Facilitating Small Group Discussion: Media, Performance, and Popular Culture**

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Media Analysis</li> <li>❖ Analyzing Performance</li> <li>❖ Popular Culture</li> <li>❖ Professional Facilitation</li> <li>❖ Interdisciplinary</li> <li>❖ Equity-Minded Small Group Discussion</li> <li>❖ Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Required Materials for 11/9= Videos Posted by Group 1 Group 1 Facilitates</li> <li>• Required Materials for 11/11= Videos Posted by Group 2 Group 2 Facilitates</li> <li>• <b>Taking Action Mini-Analysis of Qualitative Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• T 11/9 3PM</li> <li>• TH 11/11 3PM</li> <li>• SU 11/14</li> </ul>

**WEEK 12: Academic Workshop: Research Proposal, Abstract, and Annotated Bibliography**

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Interdisciplinary Research Proposal</li> <li>❖ Writing Abstracts</li> <li>❖ Constructing a Bibliography</li> <li>❖ Annotating Bibliographic Sources</li> </ul>	<ul style="list-style-type: none"> <li>• MEET in CCC 307 Computer Lab Bring Files and Questions</li> <li>• MEET in NFAC 126 Computer Lab Bring Files and Questions</li> </ul>	<ul style="list-style-type: none"> <li>• T 11/16 3:30PM</li> <li>• TH 11/18 3:30PM</li> </ul>

**WEEK 13: Thanksgiving Break**

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Academic Research</li> <li>❖ Professional Writing</li> <li>❖ Abstracts</li> <li>❖ Annotated Bibliography</li> <li>❖ Peer-Reviewed Sources</li> </ul>	<p>Research Proposal Work No In-Class Meeting</p>	<p><b>THANKSGIVING BREAK</b></p>

**WEEK 14: Academic Research: Research Proposal, Abstract, and Annotated Bibliography**

International Skills, Knowledges, or Dispositions	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Academic Research</li> <li>❖ Professional Writing</li> <li>❖ Abstracts</li> <li>❖ Annotated Bibliography</li> <li>❖ Peer-Reviewed Sources</li> </ul>	<ul style="list-style-type: none"> <li>• MEET in CCC 307 Computer Lab Bring Research Proposal Draft</li> <li>• MEET in CCC 307 Computer Lab Bring Research Proposal Draft</li> </ul>	<ul style="list-style-type: none"> <li>• T 11/30 3:30PM</li> <li>• TH 12/2 3:30PM</li> </ul>

**WEEK 15: Global Competencies, Interdisciplinary Skills, and Professional Portfolios**

Global Issues	Interdisciplinary Assignments	Due Dates
<ul style="list-style-type: none"> <li>❖ Global Competencies</li> <li>❖ Global Citizenship</li> <li>❖ E-Portfolios</li> <li>❖ International Studies for Making a Life, a Living, and a Difference!</li> </ul>	<ul style="list-style-type: none"> <li>• MEET in CCC 307 Computer Lab E-Portfolio Workshop</li> <li>• Course Wrap-Up</li> </ul>	<ul style="list-style-type: none"> <li>• T 12/7 3:30PM</li> <li>• TH 12/9 3PM</li> </ul>

**Final Professional Portfolio and Reflections**

Final Professional Portfolio will be due in lieu of a final exam. The portfolio will be due in Canvas by THURSDAY 12/16 11PM. Finals week, I will be available for individual meetings with students.

**Reminder: This syllabus is a living document, which we will adjust together. The instructor reserves the right to add, delete, or alter readings and assignments based on the pedagogical needs of the course. Please attend class for any updates or changes.**





## 9 in 10

students recognize that jobs are becoming increasingly international in nature and believe they would be stronger employees with a better understanding of different cultures.

Students believe their appetite and enthusiasm for global education has not been met with an adequate level of instruction in global studies.



### Appreciation of culture

Students see their own cultures as strengths, seek to understand the cultures of others, are aware of similarities and differences among cultures, and understand that behaviors and values are often tied to cultures.



### Evaluation of information

Students regularly question easily accessible information to seek deeper understanding and thoughtfully evaluate materials and perspectives, rather than accepting things at face value.



### Cross-cultural communication skills

Students effectively exchange ideas with peers and adults from different backgrounds — either virtually or in person — and have the skills to enter new communities and spaces.



### Perspective taking skills

Students demonstrate curiosity and empathy and may show compassion for the perspectives of others.



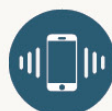
### Intelligent humility

Students understand that their knowledge is not finite and appreciate how much more there is to learn about the world. Students understand the grandiosity of the world and its complexities.



### Divergent thinking

Students see alternative or original solutions to existing problems and can envision the world differently from how it currently exists.



### Technological literacy

Students utilize and explore existing technologies to communicate and collaborate with others, and to learn and share new ideas and information. Students create new technologies or discover new uses for technologies that help them and others navigate their worlds.