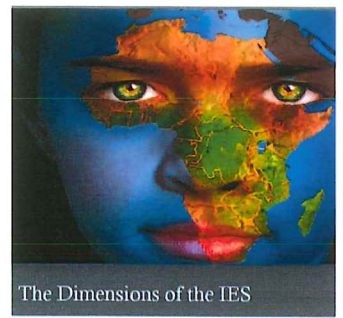


INTL 200: Interdisciplinary Approaches to Global Issues Fall 2015



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

Time: M/W 12:35-1:50
Classroom: CCC 324
Office Hours: M/W 10-11AM
Or By Appointment CCC 453

Course Description:

This course provides students with an introduction to the disciplines and area fields, along with specific skills of oral and written communication for the International Studies major and minor. Echoing models from the UK Benchmark Standards for Area Studies and the International Studies BA Programme in the Hague, 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, geographic specialization, and historically-grounded methodologies to analyze global issues. Following the structure of Sheldon Anderson et al. (2014), the course begins with an emphasis on historical interpretation in international conflict. Students will examine scholarly approaches spanning from theory-based cultural history to geographical interactions of peoples in space, anthropological inter-cultural relations, and the role of political science in area studies. Students consider the intersections of these approaches to explore specific themes across six regional designations including Europe in the Modern World, Demography in East Asia, and Development in Latin America. In the concluding sections of the course, students apply newly acquired concepts and methods to global issues ranging from tourism on the Silk Road, global population developments, and gendered politics of veiling.

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 issue relevant to their specific regional areas. 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 the Intercultural Effectiveness Scale (IES), an internationally recognized industry standard for international business and policy, intercultural higher education, and global non-profit organizations, developed by Ph.D. scholars with the Kozai Group. The final oral communication assessment will consist of a collaborative embodied learning project organized around real-world Roundtable Discussions presented at academic conferences. Students will participate in ethnographic examples to practice skills on how to present, pose meaningful questions, and in general engage with fellow scholars in an international conference setting.

Course Intended Learning Outcomes:

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

- Identify, articulate, and assess scholarly arguments from multiple disciplines 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:

This course will feature a text rental reader, along with additional readings available digitized on D2L. Students are expected to bring the reader or **PRINT ALL** required readings for each class. In addition, students will be engaging in a pre-post exam based on the Intercultural Effectiveness Scale administered by the internationally recognized professional assessment team, the Kozai Group. Although this semester there is no official course fee requiring students to take the complete version of this instrument, students will be encouraged and offered extra credit if they pay the fee for a full online assessment. See their website:

<http://kozai.com/inventories/the-intercultural-effectiveness-scale/>

Required Text Rental:

Anderson, Sheldon, Mark Peterson, Stanley Toops, and Jeanne Hey. *International Studies: An Interdisciplinary Approach to Global Issues*. Third Edition. New York: Westview Press, 2014.

Evaluation Criteria

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

All students are expected to engage with course materials and to participate meaningfully in classroom discussions, exercises, and activities. Students will be expected to 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.

Scholarly Reading Summaries 15%

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 articles from 1) History academic journals 2) foreign policy journals and credible international media sources (Media vs. Policy?) and 3) ethnographically-based cultural studies journals.

Intercultural Effectiveness Assignments 30%

Pre-Exam, Self-Reflection, Development Plan 10%

Enhancement Activities 15%

Post Exam, 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).

Required enhancement activities will include attending and writing a response paper for **THREE** outside international events on or around campus, including a required film presentation **Wednesday October 28, 6PM DUC Theatre**. Please arrange your schedules now, there is no make-up opportunity. In addition, during class time, we will collaborate with ESL classes on campus to engage with international students. We will conduct some preliminary interviews, along with additional ethnographic follow up meetings. Students are encouraged to develop relationships with a greater diversity of students and professionals on campus. Finally, through in-class simulations and leading discussions in small groups, we will gain hands-on professional training to be more competitive in a broader range of fields requiring advanced cultural studies skills.

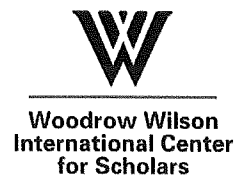
Literature Review Paper 30%

Abstract, Annotated Working Bibliography 10%

First Completed Draft 15%

Final Draft 5%

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 issue relevant to their specific regional or cultural area. 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 and peer editing.



Global Studies Conference Roundtable Discussion 10%

Group Discussion Performance, Peer Evaluation 5%

Mini-White Paper on the Roundtable Global Issue 5%

Based on our work throughout the semester, students will work in small groups to propose a Roundtable Discussion relevant to a particular global issue in the format of the Annual Global Studies Conference (held in Shanghai 2014, London 2015) or other comparable regional area conferences with an international audience. The group will work together to select a Chair for the panel, submit an abstract, organize meaningful talking points, and then conduct a panel session with appropriate Q&A time. Students will help to review and critique each other's abstracts along with participating as audience members for roundtable discussions.

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. Most readings refer to the Anderson et al. (2014) reader, with the author’s name and the chapter number, unless otherwise specified. Other articles, book chapters, or websites will be posted in the Content section of our course D2L webpage. Additional assignments including mini-assignments due in class and D2L dropbox deadlines are referenced in the Assignments category. 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 intercultural competency.

DATE	TOPIC	 READINGS	 ASSIGNMENTS
WEEK 1: GETTING SITUATED IN TIME AND SPACE			
9/2	Broadening our Understanding of International Studies	Syllabus	In-Class Team Building Exercises
WEEK 2: DEVELOPING PROFESSIONAL GLOBAL LEADERSHIP SKILLS			
9/7	NO CLASS Labor Day		
9/9	Developing Professional Global Leadership Skills Intercultural Effectiveness Scale	Anderson (2014) Introduction In Class IES Pre-Test	Development Plan and Self-Reflection DUE 9/13 11PM D2L
WEEK 3: THE PAST IN THE PRESENT: HISTORICAL INTERPRETATION IN INTERNATIONAL CONFLICT			
9/14	Conducting Cultural Area Studies Research Writing a Scholarly Literature Review	Handout in Class, adapted from Booth et al. (2008) “From Topics to Questions: Finding your Literature”	MEET in Library LRC 316 Research Workshop
9/16	What is History? Historians and Their Tools Historiography: Basis for Scholarly Literature Reviews	Anderson (2014) Chapter 1	
WEEK 4: PEOPLES, PLACES AND PATTERNS: GEOGRAPHY IN INTERNATIONAL STUDIES			
9/21	What is Geography? Maps as Tools in International Studies Challenging Global Divisions	Toops (2014) Chapter 2	
9/23	How to Write a Scholarly Literature Review for International Studies Argument Mapping, Mapping Scholarly Arguments	Individual Journal Articles, PRINT Bring to Class	

WEEK 5: ANTHROPOLOGY AND INTERCULTURAL RELATIONS			
9/28	What is Culture? Studying Culture: An Anthropological Perspective Cultural Misunderstandings— Appropriation vs, Appreciation?	Peterson (2014) Chapter 3	Reading Summary History Journal Article DUE 11PM D2L
9/30	Grappling with Culture in the Social Sciences, An Example on Japan	Bender (2005) PRINT D2L Journal Article	Ethnography Mini-Assignment Details in Class
WEEK 6: ECONOMICS AND INTERNATIONAL DEVELOPMENT			
10/5	Liberal Economics Sustainability Globalization What is Neoliberalism? Economic Structures, Cultural Power	Peterson and Stevens (2014), Chapter 4	
10/7	Intercultural Effectiveness Enhancement Development Plan Updates Exchange with ESL Students at UWSP	MEET CAC 300 Communication Building!	Media vs. Policy? Summary DUE 11PM D2L
WEEK 7: POWER, CONFLICT, AND POLICY: THE ROLE OF POLITICAL SCIENCE IN INTERNATIONAL STUDIES			
10/12	Major Fields of Political Science Cultural Components of Foreign Policy Analysis	Hey (2014) Chapter 5	
10/14	Role Play Simulation for Intercultural Negotiations: <i>Hiring a Newtonian?</i> (2006)		Bring Draft of Abstract to Class for Peer Editing
WEEK 8: INTERDISCIPLINARY APPROACHES TO REGIONAL, INTERNATIONAL, AND GLOBAL ISSUES			
10/19	Europe and the World, Liberal Democracy Nationalism and Modern Conflict Europe 18 th -20 th Centuries	Anderson (2014) Chapter 6	Literature Review Abstract, Working Bibliography DUE D2L 11PM
10/21	Contemporary Global Issues: International Terrorism Turkey and the EU New Global Players	Anderson (2014) Mini Chapters 13-15	Small Groups Lead Discussions (Sign Up)
WEEK 9: EAST ASIA IN THE WORLD			
10/26	What defines East Asia as a region? Historical cleavages in East Asia Demography in East Asia	Toops (2014) Chapter 7	
10/28	<i>The Wind Rises</i> : 70 Years since the end of WWII in Asia	D2L Required: Penny (2013) Optional: Akimoto (2014)	Required Film DUC TONIGHT 6:00-9PM NO IN CLASS MEETING FILM Write-up DUE 11/1 11PM D2L
WEEK 10: SOUTH/CENTRAL ASIA: ENVIRONMENT, POPULATION, AND DEMOCRACY			

11/2	How South and Central Asian History Matters Environmental Diversity and Political Ecology Challenges in India	Toops (2014) Chapter 8	
11/4	Global Population Projections	Anderson (2014) Mini Chapter 19	Draft of Literature Review DUE in D2L 11PM, Print Draft for in Class Editing Activity
WEEK 11: AFRICA AND THE INTERNATIONAL COMMUNITY			
11/9	Africa as a Part of World History State Building and Economic Integration Trans-cultural Issues and Postcolonialism	Anderson (2014) Chapter 9	
11/11	Ethnographic Experiences Embodied Actions Intercultural Learning in a Local Space	Igboin (2012) Skim as Example Required (Optional Full Reading) PRINT Ethnographic Journal Article	Ethnographic Examples of Cultural Interactions BRING Article to Class Reading Summary DUE D2L 11/15 11PM
WEEK 12: THE MIDDLE EAST			
11/16	From Empires to Nation-States Diversity and Division Political Change	Peterson (2014) Chapter 10	
11/18	Analyzing Contemporary Global Issues: The Arab Uprisings The Veil Controversy The Responsibility to Protect?	Anderson (2014) Mini Chapters 16-18	Small Groups Lead Discussions
WEEK 13: LATIN AMERICA			
11/23	Historical Sketch of Latin America Dominant Themes in Latin America	Hey (2014) Chapter 11	
11/25	Documentary: <i>Food in Peru</i> (2014)	Happy Thanksgiving!	TWO Outside Activity Response Papers DUE 11/25 11PM D2L
WEEK 14: ANALYZING GLOBAL ISSUES			
11/30	Interdisciplinary, Solution-Oriented Approaches to International Studies	Anderson (2014) Conclusion	Final Literature Review DUE in D2L Dropbox
12/2	Interdisciplinary Approach, Global Issues Roundtable Workshop		
WEEK 15: EMBODYING INTERDISCIPLINARY APPROACHES IN A PROFESSIONAL ROUNDTABLE			
12/7	Group Work, Roundtable Abstracts and Preparations		
12/9	Enacting Interdisciplinary Approaches to Specific Global Issues		Presenting Roundtable Discussions
WEEK 16: BECOMING GLOBALISTS, SCHOLARS, AND EXPLORERS IN AN INTERNATIONAL WORLD			
12/14	Course Wrap-Up	Pre/Post Exam Comparisons in Class	Extra Credit IES Test DUE 11PM D2L 12/21

Final Examination: IES Final Self-Assessment and Roundtable Mini-White Paper due in D2L Dropbox Thursday December 17th 11PM.