



Hello Mean Green! Hola! Ciao! 您好 ! Xin chào! Bonjour! Hallo! Olá! Selamat Datang!

Merhaba! لا هلا ! नमस्ते! Привет! こんにちは! 안녕하세요! नमस्ते! வணக்கம்! ආයුබෝව!

Welcome to Introduction to International Studies!

Course Information

INST 2100 Introduction to International Studies (Section 001)

Semester/Term: Fall 2026

Credit Hours: 3.0

Instruction Mode: Face to face

Meeting Days/Time/Location: Monday & Wednesday/09:35 AM – 10:55 AM/Room GAB 310

Instructor Information

Instructor: Mr. Sean E. Cousins

Office Building & Room Number: Wooten Hall (WH) 162

Email: Sean.Cousins@unt.edu

Office Day/Hours: Monday/11:00 AM – 12:00 PM via Zoom (or face to face by appointment)

Course Description

Are you passionate about the world? Do you often wonder how things happening across the globe might impact you or your local community? How do you see your role as a global citizen in making the world a more just and humane society? This introductory course aspires to help you answer those questions by engaging learners in the interdisciplinary study of the world and in understanding how it is constantly changing and shaped by different trends in globalization. This course will combine lectures, class dialogues, case studies, course projects, and active inquiry based learning to examine some of today's most pressing issues to broaden learners' understanding and perspectives on various international issues and/or topics.

Communication and Announcements

- **Please use your UNT email account to contact the instructor and to schedule appointments.**
- I will try to respond to your emails at my earliest convenience. If you have not received a reply from me after one day (24 hours), please email me again. I appreciate your patience and understanding.
- Check your Canvas regularly for course and/or class announcements.
- Set your Canvas notifications to stay current with course and/or class announcements.
- You are very welcome to come by my office during office hours or email me to schedule a time that works best for you.
- All UNT students have access to Canvas through their UNT student accounts. You can find more information on using Canvas located in the webpage or [here](#) using UNT's resources.

Course Learning Outcomes and Objectives

- Foster a better understanding of what international studies is, why international studies matters, and how nations, society, and people impact the world and shape today's international narratives. (*Key transferable skill: international awareness*)
- Appreciate, accept, and value diverse perspectives from members of the learning community on international issues. (*Key transferable skill: Respect for diversity*)
- Strengthen the abilities to critically evaluate theories and policies on international issues and consider counterarguments on contemporary international issues. (*Key transferable skill: Analytical thinking and critical thinking*)
- Effectively articulate and explain various positions or perspectives on major international topics both verbally and in writing. (*Key transferable skill: Communication and writing skills*)
- Learn how to effectively use the knowledge and skills gained to becoming thoughtful citizens engaging in society. (*Key transferable skill: Citizenship engagement*)

Course Readings

Recommended Readings:

- McCormick, J. (2022). *Introduction to global studies*. Routledge.
- Toops, S., Peterson, M. A., Vanderbush, W., Sackeyfio, N., & Anderson, S. (2021). *International studies: An interdisciplinary approach to global issues*. Routledge.

Supplementary Course Materials:

- Additional course materials will be assigned for some modules and available electronically to learners through the course website on Canvas.

There are no required textbooks for this course. All materials will be available for download from Canvas or given out in class.

Course Assessments and Grading

Grading Course Requirements Summary Description		
15%	Class & course participation (individual)	Be an active member of the learning community. Engage in class dialogues, activities, and in-class writings. (<i>Please see attendance policies for further details</i>)
20%	Map Quizzes (individual)	Learners will engage in sporadic map quizzes to review and be familiar with the current global landscapes. There are four map quizzes total.
30%	"My Voice" Podcast mid-term assignment (individual)	Learners will choose a contemporary global issue or topic and create a podcast introducing the issue or topic. (<i>Please see below for further details</i>)
35%	Glocal Action Squad Project (group)	Learners will form a team, identify a global issue with local impact and develop an actionable plan to address it locally. Learners will present their project at the end of the semester. (<i>Please see below for further details</i>)

Course Assignments

Class and Course Participation (15%)

Throughout the semester, learners will be expected and required to attend every class and to be actively engaged in class as a member of the learning community for this course. Please come to class on time and be fully prepared by completing the assigned readings and assignments beforehand, raising well thought-out questions during class, and actively and positively engaging in community dialogues (class discussions) and activities. By fulfilling these goals, we can create a lively and positive learning environment, including building a community of learners together. Activities that will count towards the participation grade include but are not limited to the following:

• ***In-class writing assignments***

- Learners will submit short in-class writings (*1 paragraph - no more than 2 paragraphs*) on certain topics discussed in class or when a module is completed.
- Learners will be informed in advance when there will be in-class writing activity, so learners can come to class prepared.
- Materials will be provided, and learners will submit the work at the end of the class.

• ***In-class attendance sheet***

- Students will be expected to manually sign the in-class roster sign-on sheet prior to the start of every class. This ensures individual student accountability for attendance and aids the instructor in the pronunciation and familiarization of student names. **The instructor may modify policies as they see fit in the event they are abused (i.e. egregious tardiness). In the *potential* event of this circumstance, the instructor will notify students at least 1 WEEK BEFORE UPDATED POLICY TAKES EFFECT.**

**This task will be directly associated to students' participation grade
(PLEASE SEE "ATTENDANCE PENALTY STRUCTURE")**

Map Quizzes (20%) **See "Course Schedule" below for respective due dates**

Learners will engage in sporadic "map quizzes" to learn basic geographical knowledge about the world around us- an essential skill of those who study anything international. Learners will be given adequate time, reminders, and resources/study materials prior to quiz dates. All quizzes will be noted in the course schedule. **There are no pop quizzes and all quizzes will be done closed-book, on paper, in class.**

**For a comprehensive overview of the mid-term assignment, including detailed descriptions, requirements, and assessment criteria, please refer to the separate class handout. *The rubric for the mid-term assignment will be available on Canvas (under Modules).*

“My Voice” Podcast Mid-term Assignment (30%) Due October 11th, 2026 at 11:59 PM

Objective: record a **3 – 5-minute** podcast episode exploring **ONE** current global issue that relates to **ONE** United Nations Sustainable Development Goal (SDG).

Your podcast should:

- Clearly define the chosen global issue.
- Explain its significance and impact.
- Discuss at least **ONE** potential idea, solution, or approach.
- Present your insights and perspectives engagingly.

Before recording your podcast:

- Research the 17 UN SDGs
- Choose **ONE** UN SDG
- Research existing actions or programs related to your chosen SDG
- Research evidence of their success or failure

Choose **ONE** podcast format:

A (Self-narrative Podcast)	B (Conversational Podcast)
Briefly introduce the name of your podcast, the episode's title, and the chosen UN SDG.	Briefly introduce the name of your podcast, the episode's title, and the chosen UN SDG.
Briefly state the issue or topic you will be introducing that relates to your chosen UN SDG.	Briefly introduce your guest and state the issue or topic that relates to your chosen UN SDG, with which you will be conversing with your guest.
Narrate the chosen issue or topic by highlighting 1 or 2 key problems currently affecting it.	Prepare 2–3 questions on the chosen issue or topic to ask your guest.
Recommend ONE potential new idea, solution, or approach that could potentially solve the problem(s) affecting the issue or topic.	Recommend ONE potential new idea, solution, or approach that could potentially solve the problem(s) affecting the issue or topic.
Provide a brief conclusion at the end of the podcast.	Provide a brief conclusion at the end of the podcast.

This assignment will be **assessed** using the UNT Core Rubric based on the following criteria:

- Communication skills
- Critical thinking skills
- Social responsibility

***Refer to UNT Core Rubric that is available on Canvas.**

Glocal Action Squad Project (35%) Due Sunday, November 15th, 2026 at 11:59 PM

For this project, learners will form a team (4-5 students), identify a global issue with **local impact**, and develop an **actionable plan** to address it locally. Choose **AT LEAST ONE** of the relevant United Nations Sustainable Development Goals (SDG) that relates to the group's chosen global issue. This project will be evaluated based on the following criteria:

- 1) **Research and analysis**: assess the depth, relevance, and quality of the research conducted by the team, evident through diverse credible sources, such as academic, governmental, and peer reviewed articles.
- 2) **Innovative solutions and recommendations**: assess how innovative and creative the proposed actionable plan is, including the feasibility of the plan for real-world application.
- 3) **Team collaboration**: evaluate how effectively team members worked together and communicated in the planning and execution of the project.
- 4) **Impact and sustainability awareness**: assess the potential impact of the suggested actionable plan on sustainability and awareness of social, environmental, or economic implications.

For this project, learners will complete **TWO** components.

- 1) A **3-5-page written report** that includes (but are not limited to) the following:

- A clearly defined purpose of the “glocal” action project.
- State the global issue with local impact.
- The goal or goals from the 17 UN SDGs that relate(s) to the project.
- The root cause(s) of the problems or concerns affecting the issue/problem/topic.
- The proposed actionable plan to address it locally.
- The significant difference or impact the proposed actionable plan will make.
- The value(s) the action project will bring, especially to the targeted audience.

- 2) **Record a 2-minute video** that includes (but are not limited to) the following:

- Brief introduction of:
 - The team's Glocal Action Project.
 - The problem(s) or concern (s) affecting the issue, problem, or topic.
 - The proposed actionable plan to address it locally.
 - The significant difference or impact the proposed actionable plan will make.
- A summary of the team's overall takeaway from completing the project. Learners will present the project to the class at the end of the semester.

**For a comprehensive overview of the group project, including detailed descriptions, requirements, and assessment criteria, please refer to the separate class handout.*

**The rubric for the group project will be available on Canvas (under Modules).*

**There will be workshops for the group project.*

Mentorship

As the instructor for this course, one of my main goals is to ensure all members of the learning community can learn well and maximize their learning outcomes. For this course, besides scheduling one-on-one meetings with the course instructor, there will be a mentorship opportunity to support and help learners achieve this goal.

- **Peer-2-Peer Mentorship (P2P Mentorship)**: learners can choose to work in pairs or groups of 3-4 to provide support to and help each other throughout the semester. Each Peer-2-Peer (P2P) pair will be free to arrange the format of mentorship that works best for them. Each pair is also welcomed to discuss the mentorship arrangement with the course instructor.

Submission of Assignments

Please submit all assignments (**written assignment, video, and podcast**) on Canvas (*except for the in-class writings & map quizzes that will be submitted in class*) by their respective due dates. (**Please see the course schedule section and the separate class handout for the due dates.*)

Canvas submissions:

- My Voice podcast project (digital submission)
- Glocal action squad project (written and digital submissions)

Make-up Coursework or Late Work Submission

Only students with University-excused absences are able to submit make-up or late work unless you have communicated to the instructor of your extenuating circumstances, and we have arranged an extension for the assignment's due date. Please communicate with the instructor as soon as possible if you anticipate or think that you may not be able to meet the coursework's due dates. **The maximum extension would be ONE WEEK after the initial due date.** Any assignment submitted **AFTER** the one-week extension will receive a **partial grade**.

Assignments submitted after the deadline will be subject to the following policy:

1. **Late submission policy:**

- 1 day late: -10%
- 2-3 days late: -20%
- 4-7 days late: -30%
- More than 1 week late: -50%

2. Exceptions:

- **University-excused absences**: If you have a university-excused absence, please provide official documentation within **48 hours** of the missed deadline. Refer to the [UNT policy on the university-excused absences](#) (PDF).
- **Pre-Arranged Extension**: If you anticipate an inability to meet a deadline due to extenuating circumstances, please **contact the course instructor as soon as possible** to discuss a potential extension.
- **Extension Limit**: The maximum extension granted is **one week** from the initial due date. After the extension, submissions of assignments will be subject to the "Late Submission policy".

Written Assignment Format

Please use the following format for **ALL written assignments** (*except in-class writings*):

- Microsoft Word document or PDF
- Font size 12 point
- Font type/style: Times New Roman, Arial, or Calibri
- Double-spaced
- Align left or justify

Grading Scheme for University of North Texas

Grade Scoring	
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

Course Policy on AI Tools

1) Use of AI Tools

In this course, AI tools (e.g., ChatGPT, Gemini, Claude, Perplexity AI, DALL-E) are permitted to complete all course assignments to align with the course learning objective of developing effective and responsible AI usage skills. When using AI tools to complete your assignments, follow the citation guidelines in the “AI Citation Guidelines” section and refer to the university policies on [academic honesty](#) (PDF). To ensure accountability in using AI tools in your assignments, provide a brief explanation of how you used AI, as outlined in the “Reflection on AI Learning” section. This course will not use AI detection tools to check your assignments, as they are **not reliable and does not have a solid track record**. However, failure to cite AI use or provide the required explanation will be considered as violation of academic integrity and subject to review (*see the “Review” section below*).

2) AI Citation Guidelines

When citing AI-generated contents in your assignments, please use either the APA citation style or the MLA citation style.

APA Citation Style

- *In-text citation*: (Creator of AI tool, year)
 - Example: if using ChatGPT, cite it as (OpenAI, 2026)
- *Reference list*: AI tool creator. (year). *AI tool name in italics*(Month and day) [Large language model]. URL for the AI tool with link
 - Example: if using ChatGPT, cite it as:
 - OpenAI. (2026). *ChatGPT* (Feb 28 version) [Large language model]. <http://chat.openai.com/>

MLA Citation Style

- *General format for AI works cited:*

- Brief description of work done by the AI tool. *Name of AI tool in italics*, Version if known, name of the company, date the AI-content was generated, URL to the general cite of the AI tool or specific content if available.
- Example:
 - Instructions for making Korean Japchae. *ChatGPT*, OpenAI, 5 Feb. 2025, <https://chatgpt.com/share/67a37e7c-6594-8000-ae5e-65d1a0774a0d>.

Please refer to the APA AI citation style ([APA Citation Format for ChatGPT](#)) or the MLA AI citation style ([MLA Citations for AI-Generated Content](#)) for guidance and more information on how to properly cite AI use in your assignments. You may also refer to examples on how to cite AI use in your assignments by referring to the additional resources provided below.

Additional resources on how to cite AI-generated contents:

- [Purdue University](#)
- [University of Maryland](#)
- [University of Wisconsin Whitewater](#)

3) Reflection on AI Learning

If you are using AI tools to assist with your assignments, please include an “AI usage disclosure statement” to ensure academic integrity and transparency. Please include the following disclosure statement at the end of your work:

“I used (name of AI tool) to assist/help with (list the tasks that you used the AI tool for). I reviewed, modified, and verified my final work to ensure academic integrity, originality, and accuracy.” Examples of tasks that you might seek assistance from an AI tool could include, but not limited to:

- Brainstorming ideas
- Generating outlines (essay, research papers, etc.)
- Proofreading
- Searching for information
- Summarizing text(s)
- Rewriting text(s)
- Translation
- Defining words
- Explaining idea(s), concept(s), theories, etc.
- Creating an image

Please disclose any AI-generated assistance you have used in your assignments. If you are not sure about how to use the AI tools, please visit me during office hours or schedule a meeting. I am happy to discuss it with you and guide you.

4) Review

AI can be a valuable tool in our learning journey, and transparency is essential in our learning process. I understand that navigating the use of AI tools in academic work can be challenging. My goal is to support you in using these AI tools responsibly and ethically. If you use AI tools in your assignments, please cite them and provide the required disclosure and explanation.

This fosters trust, academic integrity, and a supportive academic environment. Additionally, it helps me to better understand your learning process and provide better feedback.

If a student's work demonstrates the use of AI tools without proper citation or the misuse of AI tools that compromises academic integrity, the assignment may be subject to review. In such cases, I will reach out to the student for a conversation, and we can work on the best way to demonstrate the student's understanding of using AI-generated content properly. The student may be required to revise the assignment (either entirely or in specific areas) or complete an alternative assignment. If you have any questions or concerns, I am happy to discuss them with you.

Support and Planning

One of my main goals is to support you in being successful. If you are a parenting student, are caring for elders or other family members, are dealing with serious physical or mental health issues, are working several jobs, or have other extenuating circumstances that are likely to impact your participation, performance, and attendance in class, **PLEASE feel comfortable to discuss this with me. I will not see it as asking for favors and will not see it as complaining.** I can support you best if I know your situation and circumstances beforehand.

If a problem or emergency arises that prevents you from attending an exam, completing an online quiz, submitting a written assignment, or attending class, please contact the instructor immediately or at your earliest convenience.

I hope to support you and work together with you in advance on any alternative arrangements you may need, rather than finding out after the fact that you needed them. I understand that some learners may have complications. I hope we can address and resolve the complication(s) together. **All information will be held in strict confidence.**

Academic Integrity Policy

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. According to [UNT Policy 06.003](#), Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

Students may access and read more about The University's Student Academic Integrity from the [Student Academic Integrity](#) (PDF).

Student Attendance and Authorized Absences

Please arrive at class on time. As the course is built around interaction and dialogue, attendance is critical. The University of North Texas recognizes that student success is promoted by regular attendance and participation in class. When you miss classes, your grades will be affected. An absence is excused when due to serious illness, religious observance, participation in University of North Texas activities at the request of University of North Texas authorities, or compelling/extenuating circumstances beyond your control. When you miss class, please take note that it is your responsibility to arrange to make up the day's work. Please approach the instructor about your absence and inquire about ways of making it up. Students may access and read more about The University's Student Attendance and

Authorized Absences at [Student Authorized Absences](#).

Attendance penalty structure

- 1) Allowed absences
 - Students are permitted **2 unexcused absences** without a grade penalty
 - Each additional unexcused absence will result in a 1.5% reduction of the total class and course participation grade (15%).
- 2) Calculation
 - 3rd unexcused absence: -1.5% from the participation grade
 - 4th unexcused absence: -3% from participation grade
 - 5th unexcused absence: -4.5% from participation grade
- 3) Maximum penalty
 - Maximum penalty is 7.5% of the participation grade
 - Students with **more than 5 unexcused absences (6 or greater) will receive an automatic 0% for participation.**
- 4) Excused absences
 - Documented medical, emergency, or official academic reasons **will not count toward the penalty.**
 - Authorized absences by The University of North Texas (access The University's Student Attendance and Authorized Absences at [Student Authorized Absences](#))
 - Students must provide official documentation within **ONE calendar week** of the absence

Emergency Notification and Procedures

UNT uses a system called **Eagle Alert** to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials. Therefore, the academic calendar is subject to change.

Students may access and read more about The University's Emergency Notifications and Procedures from the [UNT Emergency Notifications and Procedures](#) (PDF).

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, and especially the [UNT Student Code of Conduct](#).

Withdrawal Policy

The Dean of Students Office is committed to helping you if you should ever intend to withdraw from a semester (drop ALL courses). If you wish to withdraw you must **do so in person at the Dean of Students Office (Sage Hall 110) during office hours**. This is a "one stop shop" for the withdrawal process. Students may only withdraw from the first day of class until the official

last day to withdraw as indicated in the academic calendar. You may find the **2026 Academic Calendars** here: [UNT 2026 Fall Semester Academic Calendar](#).

You must visit the Dean of Students Office to obtain the official University Withdrawal Form and meet with a staff member. The meeting will ensure you are informed of any obligations you may have with the University or items you may need to fulfill upon returning to UNT. Students will also receive Financial Aid Exit counseling (as applicable). This will allow UNT to better understand the reasons why students leave to improve our University and its services. Students may access and find more information regarding withdrawal at [UNT Student Withdrawal Policies](#) (website).

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year.

Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. For additional information, students may access the [UNT Policy 04.008 Records Management and Retention](#) (PDF).

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's [Dean of Students' website](https://studentaffairs.unt.edu/dean-of-students/) (<https://studentaffairs.unt.edu/dean-of-students/>) offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. You can also call the Dean of Students' office at 940-565-2648. They are here to help.

Non-Discrimination Policy

The University of North Texas prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The university takes active measures to prevent such conduct and investigates and takes remedial action when appropriate. Equal Opportunity and Title IX coordinates and monitors the University's compliance with the requirements of federal and state non-discrimination laws. Direct questions or concerns to Equal Opportunity and Title IX at 940-565-2759, (phone) TTY access: 940-369-8652 or 800-735-2989. You may contact Equal Opportunity and Title IX by emailing them at oeo@unt.edu.

ADA/ODA Accommodation Policy

The University of North Texas (UNT or University) does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines.

Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter. It is your responsibility to initiate a private discussion with faculty regarding your specific needs in any course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation (website: <http://disability.unt.edu/>). You may also contact them by phone at 940- 565-4323. See further policy outlines [here](#) on the university webpage.

SPOT Evaluation

The Student Perspective of Teaching (SPOT) is a requirement for all organized classes at UNT. This survey, which will be available to students sometime during weeks 13, 14, and 15 of the long semesters, provides students with the opportunity to evaluate the course and comment on how this class is taught.

Students will receive an email from "UNT SPOT Course Evaluations via IA System Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Your feedback and comments are very important to the continued success of this course and in improving my teaching skills. I value your feedback greatly. Thank you.

Helpful Resources

1) UNT Learning Center

The UNT Learning Center (website) is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer free of charge a number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Be sure to check them out.

2) UNT Writing Lab

Another AWESOME resource available to students is the UNT Writing Lab. Need a refresher course in academic writing or some quick links for your next paper? Visit the website UNT Writing Lab Resources (<https://writingcenter.unt.edu/resources>).

- On-campus and want to attend a workshop to improve your writing skills? Visit the

website UNT Writing Lab Workshops. (<https://writingcenter.unt.edu/workshops>).

• Off-campus and struggling with academic paper writing? Check out their online tutoring link : (<https://writingcenter.unt.edu/online-tutoring>).

3) Technical Assistance

If you experience technical difficulties with Canvas or other technology issues, you may contact the UNT Student IT HelpDesk through any of the following methods:

- a) Student help desk website at UNT Information Technology Help Desk (<https://aits.unt.edu/support/>)
 - b) Email them at helpdesk@unt.edu
 - c) Call them at 940-565-2324
 - d) Walk-in location at Sage Hall, Rm. 330 (walk-in hours: Monday-Friday, 8am-5pm)
- Support hours:
- i. Monday-Thursday, 8am – 9pm
 - ii. Friday, 8am – 5pm
 - iii. Saturday-Sunday, 11am – 3pm

4) Veteran Students

For students who are active or retired military, thank you for serving our country! If you are a new or returning student, UNT has a lively Student Veteran organization and several other student veteran campus resources. Please visit the Student Veteran campus resources (website) for more information.

5) Life happens!

If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources at the Student Resources (website). (<http://deanofstudents.unt.edu/resources>)

6) Basic Needs

You can't learn if you're hungry: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support at 940- 565-2648. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. You are not alone; we are here to help.

7) The UNT Food Pantry

Any current UNT student in need can visit the **Food Pantry 10am-7pm Monday-Thursday and 10am-5pm on Fridays during the long semesters**. Students can get in through the front door of Crumley Hall, or through the back near the docks. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. There is also a pantry located at the **Discovery Park in Room A160 next to the College of Engineering- Office of the Dean, which is open Mon-Fri 8am-5pm**. There is also a Food Pantry located at **UNT's New College at Frisco**, which can be accessed by visiting the information desk.

Syllabus Change Policy

Unexpected circumstances may make it necessary to change the syllabus or course schedule. The instructor may make changes to the syllabus in any way deemed appropriate.

Changes made to the syllabus will be announced in class and on Canvas.

Course Schedule

Dates Course Modules Assignments & Due Dates		
AUG 17 & 19	Meet & Greet! <u>AUG 17: Meet & Greet! General Class Introduction</u> • Course overview • Review the syllabus + Q&A • Icebreaker & In-Class Writing Assignment 1 <u>AUG 19: Class Discussion & Going Global</u> • Watch & discuss: - o Ted Talk, June 2012, Pankaj Ghemawat, "Actually the World isn't Flat" (link to the video is on Canvas) • Introduction to Globalization lecture • SUBMIT ICWA 1. Due by the start of class.	Submit In-Class Writing 1 DUE by class of 08/19/2026
AUG 24 & 26	MODULE 1: Welcome to Our Globalized World <u>AUG 24: Let's Go Global!</u> • Introduction to Globalization lecture cont.* • "Global Village" interactive class activity pt. 1* <u>AUG 26: Exploring Globalization</u> • Finish "Global Village" interactive class activity+ class reflection • Review learned concepts	
AUG 31 & SEPT 2	Podcast Workshop Week <u>AUG 31: Podcast Assignment Workshop</u> • Take MAP QUIZ #1 • Workshop on Podcast Assignment + Q&A <u>SEPT 2: Librarian Visit, GAS Groups, & Workshop cont.</u> • Receive final GAS groups, Q&A on course so far + future assignments. Workshop podcast • What is research, how to do research, and why do research. UNT Library visit (Mr. Doug Campbell)	AUG 31: MAP QUIZ 1
SEPT 7 & 9	MODULE 2: Let's Talk History <u>SEPT 7: Let's Talk History</u> • Read posted articles (available in Canvas) • Evolution of the Modern World (Nation-State System) <u>SEPT 9: Let's Talk History cont.</u> • Key players and distinctions in the international system	

SEPT 14 & 16	GAS Workshop Week <u>SEPT 14: Glocal Action Squad Project Workshop</u> • Workshop on group project + upcoming submission • Q&A on the group project • Take MAP QUIZ #2 <u>SEPT 16: Glocal Action Squad Project Workshop</u> • Teams work on the “GAS” project	SEPT 14: MAP QUIZ 2
SEPT 21 & 23	MODULE 3: Identity, Personality, and Culture <u>SEPT 21: Decoding My Blueprint:</u> • Read McCormick Chapter 5 Identity and Culture • In-class, watch the video "How Culture affects your Personality" (<i>link to the video is on Canvas</i>) • Exploring questions about identity and personality and how it impacts culture. • In-Class Writing Assignment 2 <u>SEPT 23: Navigating the Social Maze & Class Simulation</u> • Understanding how personality impacts our interactions with others • Exploring empathy, communication, and navigating social dynamics • Class simulation leading to economics module • SUBMIT ICWA 2. Due by the <u>start</u> of class.	Submit In-Class Writing 2 DUE by class of 09/23/2026
SEPT 28 & 30	MODULE 4: Global Economy <u>SEPT 28: Global Economy (1)</u> • Take MAP QUIZ #3 • Introduction to global economics lecture • Introduce Scrappy Valley simulation <u>SEPT 30: Global Economy (2)</u> • Continue Scrappy Valley simulation and apply new understandings.	SEPT 28: MAP QUIZ #3 Submit 1st draft for GAS Project on SUNDAY, SEPT. 27 @ 11:59PM (in Canvas)

OCT 5 & 7	MODULE 5: International Relations <u>OCT 5: Political Science in International Studies (1)</u> • <i>Supplementary materials will be distributed in class</i> • In-Class Writing Assignment 3 <u>OCT 7: Political Science in International Studies (2)</u> • Introducing international relations (IR) theories • In-class activities on international relations (IR) theories	Submit In-Class Writing 3 <u>DUE by end of class, 10/05/2026</u>
OCT 12 & 14	Workshop Week <u>OCT 12: Glocal Action Squad Project Workshop</u> <u>OCT 14: Glocal Action Squad Project Workshop</u>	Midterm, “My Voice” Podcast DUE Sunday, Oct. 11th, 2026 at 11:59 PM
OCT 19 & 21	Module 6.1: “Connecting the Bridge” to Human Rights <u>OCT 19: Online learning - NO CLASS</u> <u>OCT 21: Intro to Human Rights + In-Class Reflection Activity</u> • Take MAP QUIZ #4 • Establishing connections between learned concepts and social factors to then evaluate different types of human rights in an international lens.	Submit 2st draft for GAS Project on SUNDAY, OCT. 18 @ 11:59PM (in Canvas) OCT 21: MAP QUIZ #4
OCT 26 & 28	MODULE 6.2: Understanding Human Rights <u>OCT 26: Class Activity Interactive & Exploratory</u> • Human rights lecture cont. • <i>Supplementary materials will be distributed in class</i> <u>OCT 28: Human Rights</u> • Class activity on understanding human rights	

NOV 2 & 4	MODULE 7: Global Governance <u>NOV 4: Class Activity Team Building</u> • Cooperation and governance (class activity) • Understanding global governance lecture <u>NOV 6: Global Governance</u> • Understanding global governance lecture cont.* • Class simulation	Submit 3rd (and final) draft for GAS Project. DUE SUNDAY, NOV. 1 at 11:59 PM (Canvas)
NOV 9 & 11	MODULE 8: Contemporary Topics & Final Workshop <u>NOV 9: Artificial Intelligence, AI</u> • Watch the videos and material (will be provided in Canvas) • <i>“Contemporary Topic” of the semester may be subject to change per the instructors discretion and/or class’ interests.</i> <u>NOV 11: Final GAS Workshop</u> • Wrap up GAS projects and answer final questions • Ensure all projects are downloaded and at or near completion.	Reminder: FINAL submission for GAS Project on Sunday, Nov. 15th at 11:59 PM (Canvas) <u>Present next week!</u>
NOV 16 & 18	GAS Project Presentation <u>NOV 16: GAS Project Presentation</u> • Present final GAS Projects <u>NOV 18: GAS Project cont. + class social</u> • Finish final GAS projects • In-class end of year social	FINAL submission for GAS Project on Sunday, Nov. 15th at 11:59 PM (Canvas)
NOV 23 – 29	THANKSGIVING BREAK! Happy Thanksgiving	
NOV 30 & DEC 2	• NO CLASS- enjoy the break!	
DEC 7-11	• NO CLASS- enjoy the break!	

AI Disclosure Statement

“I acknowledge the use of Gemini to assist in revising and refining the course syllabus.”