



Hello Mean Green! Hola! Ciao! 您好！Xin chào! Bonjour! Hallo! Olá! Selamat Datang! Merhaba!  
ଆৰ্হা! ৱৰ্ণনা! Привет! こんにちは! 안녕하세요! নমস্তে! വണക്കമുഖ്യം! ଆହ୍ରମାବେଳେବନ୍ଦୀ! සුංඛී!

Welcome to Introduction to International Studies! Let's have an adventurous semester learning together!

## Course Information

### **INST 2100 Introduction to International Studies (Section 001)**

Semester/Term: Spring 2026

Credit Hours: 3

Instruction Mode: Face to face

Meeting Days/Time/Location: Monday & Wednesday/3:30pm – 4:50pm/LANG 310

## Instructor Information

Instructor: Dr. Sing Hui Lee

Office Building & Room Number: Wooten Hall (WH) 153

Email: [Singhui.Lee@unt.edu](mailto:Singhui.Lee@unt.edu)

Office Day/Hours: Wednesday/11:00am – 12:30pm (or 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 here: [Student Guide to Canvas](#).  
(<https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>)

## 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.
- Smallman, S. C., & Brown, K. (2020). *Introduction to international and global studies*. Univ of North Carolina Press.
- Straus, S., & Driscoll, B. (2021). *International Studies: Global Forces, Interactions, and Tensions*. CQ Press.
- 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 electronically through Canvas or as handouts in class. I understand that textbook costs can be a burden, so I have made it a priority to keep my courses free from textbook expenses.

## Course Assessments and Grading

Grading	Course Requirements	Summary Description
15%	Class & course participation ( <b>individual</b> )	Be an active member of the learning community. Engage in class dialogues, activities, and in-class writings. ( <i>Please see below for further details</i> )
20%	Wavemaker mid-term assignment ( <b>individual</b> )	Learners will research on contemporary global issues and create a multimedia awareness campaign on the chosen global issue. ( <i>Please see below for further details</i> )
30%	“My Voice” Podcast final-term assignment ( <b>individual</b> )	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 ( <b>group</b> )	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. Other course activities that will count towards the participation grade include the following:

- **Short in-class writings**

- Learners will submit short in-class writings (*1 paragraph or no more than 2 paragraphs*) on certain topics discussed in class or when a module is completed.
- Learners will be informed 1 week in advance that 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.

### “Wavemaker” Mid-term Assignment (20%) Due March 1<sup>st</sup>, 2026

Learners will research on contemporary global issues, choose **ONE** pressing global issue that learners are passionate about, and create a multimedia awareness campaign on the chosen global issue.

For the multimedia awareness campaign, learners will develop an Instagram-based awareness campaign that includes:

- 1) A campaign hashtag
- 2) 1 short video (60-90 seconds)
- 3) 2-3 informative posts with engaging visuals

Instagram-content requirements:

- 1) Clearly explain the issue and its global impact
- 2) Provide information from credible sources
- 3) Suggest actionable steps for viewers
- 4) Use visually appealing and informative graphics

### Canvas Submission (Due by March 1<sup>st</sup>, at 11:59 pm)

- 1) A brief rationale (300 – 500 words) for your awareness campaign
- 2) Screenshots of all contents or links to Instagram posts

*\*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).*

*\*There will be a workshop for the mid-term assignment.*

### “My Voice” Podcast Final-term Assignment (30%) Due April 12<sup>th</sup>, 2026

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 <b>ONE</b> potential new idea, solution, or approach that could potentially solve the problem(s) affecting the issue or topic.	Recommend <b>ONE</b> 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 May 3<sup>rd</sup>, 2026**

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, or 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 (Week 16).

*\*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 a workshop 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 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 submission:

- Wavemaker project (digital and written 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, 2025)
- *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. (2025). *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 ([Cite Generative AI in MLA Style](#) or [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 contents 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
  - 3<sup>rd</sup> unexcused absence: -1.5% from the participation grade
  - 4<sup>th</sup> unexcused absence: -3% from participation grade
  - 5<sup>th</sup> 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 will receive 0% for course 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 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](#) (PDF).

### **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 [Spring 2026 Academic Calendar](#) here: [UNT 2026 Spring Semester Academic Calendar](#) (PDF).

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](#) (website <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](mailto: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.

### **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](mailto: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/>) or email [spot@unt.edu](mailto: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) (<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). (<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) : (<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/) (<https://aits.unt.edu/support/>)
- b) Email them at [helpdesk@unt.edu](mailto:helpdesk@unt.edu)
- c) Call them at 940-565-2324
- d) Walk-in location at Sage Hall, Room 330 (walk-in hours: Monday-Friday, 8am – 5pm)
- e) 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](http://deanofstudents.unt.edu/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**. Student 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 anyway deemed appropriate. Changes made to the syllabus will be announced in class and on Canvas.

## Course Schedule

Dates	Course Modules	Assignments & Due Dates
JAN 12	<b>Meet &amp; Greet!</b> <ul style="list-style-type: none"><li>Course overview</li><li>Q&amp;A about the course</li><li>Watch<ul style="list-style-type: none"><li>Ted Talk, June 2012, Pankaj Ghemawat, "Actually the World isn't Flat" (<a href="#">link to the video is on Canvas</a>)</li><li>Avengers: The Story of Globalization (<a href="#">link to the video is on Canvas</a>)</li></ul></li></ul>	
Jan 14 & 21	<b>MODULE 1: Welcome to Our Globalized World</b> <u>JAN 14: NO CLASS</u> <ul style="list-style-type: none"><li>Watch the following videos for <b>JAN 21 class</b>:<ul style="list-style-type: none"><li>Ted Talk, June 2012, Pankaj Ghemawat, "Actually the World isn't Flat" (<a href="#">link to the video is on Canvas</a>)</li><li>Avengers: The Story of Globalization (<a href="#">link to the video is on Canvas</a>)</li></ul></li></ul> <u>JAN 21: Community Dialogue: Let's Go Global!</u> <ul style="list-style-type: none"><li>Class dialogue on Ghemawat's Ted Talk &amp; Avengers: The Story of Globalization</li><li>Introducing and exploring the concept of globalization</li><li>Understanding globalization</li></ul>	
JAN 26	<b>Assignment Workshops</b> <u>JAN 26: Podcast &amp; Wavemaker Assignment Workshops</u> <ul style="list-style-type: none"><li>Workshops on the mid-term &amp; final-term assignments</li><li>Q&amp;A on both assignments</li></ul>	
JAN 28	<b>MODULE 2: Let's Talk History</b> <u>JAN 28: Let's Talk History (I)</u> <ul style="list-style-type: none"><li>Read McCormick Chapter 1 The Rise of the Global System</li><li>Evolution of the Modern World (Nation-State System)</li><li>Key players in the international system</li></ul>	
FEB 2, 4 & 9	<b>MODULE 3: Identity, Personality, and Culture</b> <u>FEB 2: Decoding My Blueprint (Personality, Potential, Purpose)</u> <ul style="list-style-type: none"><li>Read McCormick Chapter 5 Identity and Culture</li><li>Watch the video "Staying True to YOU: How Culture Shapes Our Identity" (<a href="#">link to the video is on Canvas</a>)</li><li>Exploring questions about identity and personality</li></ul>	<b>Mid-term assignment checkpoint (FEB 9)</b>

	<p><b>FEB 4: Navigating the Social Maze</b></p> <ul style="list-style-type: none"> <li>• Understanding how personality impacts our interactions with others</li> <li>• Exploring empathy, communication, and navigating social dynamics</li> <li>• <b>In-class writing 1</b></li> </ul> <p><b>FEB 9: The Art of Being You: Designing Your Future Self</b></p> <ul style="list-style-type: none"> <li>• Connecting personality and strengths to career paths and long-term development</li> <li>• Developing a personal mission statement</li> </ul>	
<b>FEB 11 &amp; 16</b>	<p><b>Workshops</b></p> <p><b>FEB 11: Assignment Workshops</b></p> <ul style="list-style-type: none"> <li>• Learners work on their mid-term and final-term assignments</li> </ul> <p><b>FEB 16: Librarian Research Workshop (online)</b></p> <ul style="list-style-type: none"> <li>• Workshop on what is research, how to do research, and why do research</li> </ul>	
<b>FEB 18</b>	<p><b>Special Lecture</b></p> <p><b>FEB 18: Special Lecture</b></p> <ul style="list-style-type: none"> <li>• <b>TBD</b></li> </ul>	
<b>FEB 23 &amp; 25</b>	<p><b>Assignment Workshops</b></p> <p><b>FEB 23: Glocal Action Squad Project Workshop</b></p> <ul style="list-style-type: none"> <li>• Workshop on group project</li> <li>• Q&amp;A on the group project</li> </ul> <p><b>FEB 25: Assignment &amp; Project Workshops</b></p> <ul style="list-style-type: none"> <li>• Learners work on their assignments and GAS project</li> </ul>	<b>Final-term assignment checkpoint (FEB 25)</b>
<b>MARCH 2 &amp; 4</b>	<p><b>MODULE 4: Global Economy</b></p> <p><b>MARCH 2: Global Economy (1)</b></p> <ul style="list-style-type: none"> <li>• Read Sheldon Anderson Part One: Chapter 4</li> <li>• Understanding economic development</li> </ul> <p><b>MARCH 4: Global Economy (2)</b></p> <ul style="list-style-type: none"> <li>• Read Sheldon Anderson Part One: Chapter 4</li> <li>• Introduction to the traditional schools of political economy</li> </ul>	<b>"Wavemaker" Assignment</b> <b>*Due MARCH 1<sup>st</sup>, SUNDAY at 11:59 pm (Canvas submission)</b>
<b>MARCH 9 - 15</b>	<b>SPRING BREAK!</b>	
<b>MARCH 16 &amp; 18</b>	<p><b>Assignment Workshops</b></p> <p><b>MARCH 16: Assignment &amp; Project Workshop</b></p> <ul style="list-style-type: none"> <li>• Learners work on their Podcast assignment and GAS project</li> </ul> <p><b>MODULE 4: Global Economy</b></p> <p><b>MARCH 18: Global Economy (3)</b></p> <ul style="list-style-type: none"> <li>• Introduction to international trade</li> </ul>	<b>Submit 1<sup>st</sup> draft for GAS Project on MARCH 15<sup>th</sup>, Sunday at 11:59 pm</b>

		(Canvas submission)
		Final-term assignment & GAS project checkpoint (MARCH 16)
MARCH 23 & 25	<p><b>MODULE 4: Global Economy (Trade Simulation)</b></p> <p><u>MARCH 23: Class Activity Simulation (I)</u></p> <ul style="list-style-type: none"> <li>Learners will apply their understanding of the global economy and participate in a class simulation</li> </ul> <p><u>MARCH 25: Class Activity Simulation (II)</u></p> <ul style="list-style-type: none"> <li>Learners will apply their understanding of the global economy and participate in a class simulation</li> </ul>	
MARCH 30 & APRIL 1	<p><b>MODULE 5: International Relations</b></p> <p><u>MARCH 30: Political Science in International Studies (1)</u></p> <ul style="list-style-type: none"> <li><i>Supplementary materials will be distributed in class</i></li> <li>In-class activities on international relations (IR) theories</li> </ul> <p><u>APRIL 1: Political Science in International Studies (2)</u></p> <ul style="list-style-type: none"> <li>Introducing international relations (IR) theories</li> <li>In-class writing 2</li> </ul>	Submit 2 <sup>nd</sup> draft for GAS Project on MARCH 29 <sup>th</sup> , Sunday at 11:59 pm (Canvas submission)
APRIL 6 & 8	<p><b>Assignment Workshops</b></p> <p><u>APRIL 6: Assignment &amp; Project Workshop</u></p> <ul style="list-style-type: none"> <li>Learners work on their Podcast assignment and GAS project</li> </ul> <p><u>APRIL 8: Assignment &amp; Project Workshop</u></p> <ul style="list-style-type: none"> <li>Learners work on their podcast assignment and GAS project</li> </ul>	
APRIL 13 & 15	<p><b>MODULE 6: Understanding Human Rights</b></p> <p><u>APRIL 13: Class Activity Interactive &amp; Exploratory</u></p> <ul style="list-style-type: none"> <li>Every human has rights</li> <li>Class activity exploring human rights</li> </ul> <p><u>APRIL 15: Human Rights</u></p> <ul style="list-style-type: none"> <li>Read McCormick Chapter 7 Human Rights</li> <li>Class activity on understanding human rights</li> </ul>	<p>"My Voice" Podcast *Due APRIL 12<sup>th</sup>, SUNDAY at 11:59 pm (Canvas submission)</p> <p>Submit 3<sup>rd</sup> draft for GAS Project on APRIL 12<sup>th</sup>, Sunday at 11:59 pm (Canvas submission)</p>

<b>APRIL 20 &amp; 22</b>	<p><b>MODULE 7: Global Governance</b></p> <p><u>APRIL 20: Class Activity Team Building</u></p> <ul style="list-style-type: none"> <li>• Cooperation and governance (class activity)</li> <li>• Read McCormick Chapter 6 Global Governance</li> <li>• Understanding what global governance is</li> </ul> <p><u>APRIL 22: Global Governance</u></p> <ul style="list-style-type: none"> <li>• Read McCormick Chapter 6 Global Governance</li> <li>• Class simulation</li> </ul>	<p><b>Submit FINAL draft for GAS Project on APRIL 26<sup>th</sup>, Sunday at 11:59 pm (Canvas submission)</b></p>
<b>APRIL 27 &amp; 29</b>	<p><b>Project Presentations</b></p> <p><u>APRIL 27: GAS Project Presentations</u></p> <p><u>APRIL 29: End of Term Social!</u></p> <ul style="list-style-type: none"> <li>• Course wrap up and end of term celebration!</li> </ul>	<p><b>“GAS Project” final paper</b></p> <p><b>*Due MAY 3<sup>rd</sup>, SUNDAY at 11:59 pm (Canvas submission)</b></p>

### AI Disclosure Statement

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