



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

هلا! नमस्ते! Привет! こんにちは! 안녕하세요! नमस्ते! வணக்கம்! கருவெல்லை! ஸ்லீ!

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: Fall 2022

Credit Hours: 3

Instruction Mode: Face to face

Meeting Days/Time/Location: TUES & THURS/12:30pm – 1:50pm/GAB (General Academic Building) 114

Instructor Information

Instructor: Dr. Sing Hui Lee

Office Building & Room Number: GAB (General Academic Building) 119

Email: Singhui.Lee@unt.edu

Office Day/Hours: Tuesday/10:00 am – 11:30 am (or by appointment)

Pronouns: She/Her/Hers

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 learning community in 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, such as ethnic conflict, gender equity, racial justice, identity formation, climate change, infection diseases, and digital technology, 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. Thank you! I appreciate your patience and understanding.
- Check your UNT email account 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.

- If in-person meeting is not possible, we can schedule a Zoom meeting.
- All UNT students have access to Canvas through their UNT student accounts. You can find more information on using Canvas here: <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

Required Reading:

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

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.

Supplementary Course Materials:

- Additional readings and materials will be assigned throughout the semester for some modules and/or current international issues or topics. They will be available electronically to learners through the course website on Canvas or will be given out as handouts in class.

Course Assessments and Grading

| Grading | Course Requirements | Summary Description |
|---------|--------------------------------|---|
| 10% | Class and Course participation | 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% | Online quizzes (4x5%) | 4 short online quizzes throughout the course available on Canvas. <i>(Please see below for further details)</i> |
| 10% | Country position paper | Choose an issue impacting a country, research on that issue, and write a country position paper on the issue. <i>(Please see below for further details)</i> |

| | | |
|-----|--|--|
| 20% | "My Goal, Our World" (Mid-term project) | Research on the 17 United Nations Sustainable Development Goals. Choose one of the goals and write a paper on it. <i>(Please see below for further details)</i> |
| 30% | "My Podcast Project" (Final-term project) | Choose a major international issue or topic and create a podcast introducing the issue or topic to the class. <i>(Please see below for further details)</i> |
| 10% | Class presentation "My Podcast Project" | All submitted podcast digital audios will be played in class. Learners will engage in dialogue-based learning for this activity. <i>(Please see below for further details)</i> |

Course Activities and Assignments

Class and Course Participation (10%)

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 also 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.
 - Writing papers will be provided for learners to complete this activity.
 - Please submit the in-class writings at the end of the class.

Online Quizzes (20%)

Throughout the semester, learners will take **4 online quizzes**:

- **Each online quiz is 5%.**
- Each online quiz will consist of **8 – 10 multiple choice questions and/or True or False questions.**
- Each online quiz will be available on Canvas for **1 week (starting on the week that a module is completed until the following week. For example, if a module on Cultural Globalization ends on October 5th, the due date for this online quiz will be on October 11th at 11:59 pm).**
- There will be **2 attempts** for each online quiz that learners can take.

Country Position Paper (10%)

For this assignment, learners will **choose a country and explore 1 issue impacting this country.** Research that 1 issue impacting this country and write a country position paper (**1.5 – 2 pages double-spaced. No more than 2 pages**). In this paper, please address the following:

- A brief background on the issue as it relates to your chosen country.
- How is the issue currently impacting or affecting the country?
- State the country's position on the issue (*For example, what is the country's stance on social equality, national security, religious ideology, or political system*).
- Actions (if any) taken by the country, NGO, international organization(s), regional organization(s), or other countries to address or tackle the issue.

- Provide a summary of your thoughts about the issue and comment on the actions currently taken or taken in the past by the country, NGO, organization(s), regional organization(s), or other countries in addressing or tackling the issue.

The country position paper will be **assessed** on the extent to which learners:

- Cover the required contents.
- Draw on the concepts and/or theories discussed in class.
- Conduct the research on the 1 issue and the chosen country.
- Demonstrate an attempt or the ability to make connections between the concepts and ideas to the chosen country.
- Provide well thought-out views about the issue.

“My Goal, Our World” Mid-term Project (20%)

Learners will read about the **17 United Nations Sustainable Development Goals** on the MovingWorlds Blog on the 17 SDGs at: <https://blog.movingworlds.org/the-full-list-of-the-17-united-nations-sustainable-development-goals-with-pictures-sdgs/> and **The Global Goals** at <https://www.globalgoals.org/>

Learners will choose one goal and write a short paper (**2 – 3 pages double-spaced. No more than 3 pages**) on it. For this paper, please address the following:

- Provide a brief background about the goal (For example, what is the goal about?).
- Briefly state or explain why you have chosen the goal.
- Briefly explain how this chosen goal would relate to or help your future work, career goal, or aspiration(s).
- Are the action(s) currently taken to promote this goal working? Why or why not?
- Provide 1 or 2 suggestions or proposals that you would like to do in promoting the goal.

The mid-term project paper will be **assessed** on the extent to which learners:

- Cover the required contents.
- Conduct the research on the chosen goal.
- Demonstrate an attempt or the ability to explain how the chosen goal would relate to or help with the learner’s future work, career goal, or aspiration(s).
- Provide well thought-out suggestions or proposals in promoting the goal.

“My Podcast Project” Final-term project (30%)

For this podcast project, learners may **choose to create a podcast introducing the issue or topic from 1 of the following:**

- A major international issue or topic, **OR**
- The issue or topic from the “Country Position” paper, **OR**
- “My Goal, Our World” mid-term project

For this Podcast Project, learners will record a **5- to 8-minute digital audio and upload it to Canvas.** Learners can **choose 1 of the following formats** for this project:

- Self-narrative podcast:** Provide your audience with a background on the issue or topic, which would allow the audience to learn about the issue or topic, **OR**
- Conversational podcast:** Invite someone (a friend, family member, professor, or colleague) to have a conversation about the chosen issue or topic.

Please address the following in the podcast, depending on the chosen format:

| A (Self-narrative Podcast) | B (Conversational Podcast) |
|---|--|
| Briefly introduce the name of your podcast. | Briefly introduce the name of your podcast. |
| Briefly state the issue or topic you will be introducing to the audience. (Give a title to your podcast) | Briefly introduce your invited guest and state the issue or topic you will be conversing with your invited guest. (Give a title to your podcast) |
| Narrate the chosen issue or topic by highlighting 1 or 2 key problems currently affecting the issue or topic. | Prepare 3 – 4 questions on the chosen issue or topic to ask your invited guest. |
| Provide a brief conclusion at the end of the podcast. | Provide a brief conclusion at the end of the podcast. |

“My Podcast” project will be **assessed** on the extent to which learners:

- Cover the required contents.
- Conduct the research on the chosen issue or topic.
- Demonstrate an attempt or the ability to present or converse with the invited guest on the issue or topic clearly and in an interesting or creative manner.

Class Presentation “My Podcast Project” (10%)

For this class presentation, learners will listen to each other’s podcast in class and engage in dialogue and discussion after listening to each podcast. Learners will ask each podcast presenter questions about the issue or topic narrated or conversed in the podcast.

“My Podcast Project” class presentation will be **assessed** on the extent to which learners:

- Demonstrate an attempt or the ability to answer questions presented by other members of the learning community.
- Demonstrate an attempt or the ability to ask well thought-out questions to the podcast presenter.

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 2 mentorship opportunities to support and help learners achieve this goal. These opportunities are as follows:

- 1) **Peer-2-Peer Mentorship (P2P Mentorship)**: All learners will be paired up randomly 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 are also welcomed to discuss the mentorship arrangement with the course instructor.
- 2) **Instructor-Peer Engage (IPE)**: Throughout the semester, each P2P pair will schedule **at least a monthly meeting (in-person or virtually) with the course instructor** to discuss about how the mentorship is going, present issues or problems encountered so far, and work with the course instructor on how to further support learners in learning better.

Submission of Assignments and Online Quizzes

- Please submit all written assignments on Canvas on their respective due dates, **usually at 11:59 pm CST on Sunday** (except for in-class writings, which will be submitted at the end of the class). These written assignments include:

- Country position paper
- My Goal, Our World (Mid-term project)
- My Podcast Project (Final-term project)
- Online quizzes will be available on Canvas and submission will be on Canvas as well by their respective due dates.

Written Assignment Format

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

- Microsoft Word document or pdf format
- 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% |

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 here: <https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity%200.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 here: <https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf>.

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.

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 here: <https://emergency.unt.edu/sites/default/files/stay.informed.final.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](https://policy.unt.edu/sites/default/files/07.012_CodeOfStudConduct.Final8_19.format_0_0.pdf)

(https://policy.unt.edu/sites/default/files/07.012_CodeOfStudConduct.Final8_19.format_0_0.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 class day until the official last day to withdraw as indicated in the academic calendar. You may find the **Fall 2022 Academic Calendar** here: <https://registrar.unt.edu/registration/fall-registration-guide>.

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 in order to improve our University and its services. Students may access and find more information regarding withdrawal here: <https://studentaffairs.unt.edu/dean-of-students/policies/withdrawals>.

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** here: <https://policy.unt.edu/sites/default/files/04.008%20Records%20Management%20and%20Retention.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 offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <https://deanofstudents.unt.edu>, or by calling 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, TTY access: 940-369-8652 or 800-735-2989. You may contact Equal Opportunity and Title IX by email 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 at <http://disability.unt.edu/>. You may also contact them by phone at 940-565-4323.

Diversity, Equity, and Inclusion

Consistent with the [University of North Texas policy on diversity](#), I view diversity as encompassing the intersecting identities that make us unique individuals, including, but not limited to, nationality, ethnic or racial identity, sexual and LGBTQIA+ identity, gender identity and expression, age, religious or spiritual beliefs, socioeconomic status, body shape or size, physical ability status, and varying points of view. I value the many perspectives students bring to our campus. I hope to work with you in creating a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. Thank you.

COVID Policy

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any [symptoms of COVID](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

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 IASystem 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 feedbacks greatly. Thank you.

Helpful Resources

1) UNT Learning Center

The UNT Learning Center 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! Check them out here: <https://learningcenter.unt.edu/>.

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: <https://writingcenter.unt.edu/resources>. On-campus and want to attend a workshop to improve your writing skills? <https://writingcenter.unt.edu/workshops>. Off-campus and struggling with academic paper writing? Check out their online tutoring link here: <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: <https://aits.unt.edu/support>
- b) Email: helpdesk@unt.edu
- c) Phone: 940-565-2324
- d) Walk-in: 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 a number of other campus resources available here: <http://studentaffairs.unt.edu/student-veteran-services>.

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 here at UNT. <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 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 in Canvas.**

Course Schedule

| Week | Date | Course Modules & Themes | Assignments & Due Dates |
|------|-------------|---|-------------------------|
| 1 | Aug 29 & 31 | <u>Class 1: Meet & Greet!</u> <ul style="list-style-type: none"> Introducing International Studies Course overview Assigning of P2P pair Overview of the mid-term and final-term projects Watch: Ted Talk, June 2012, Pankaj Ghemawat, "Actually the World isn't Flat" at: https://www.ted.com/talks/pankaj_ghemawat_actually_the_world_isn_t_flat?language=en <u>Class 2: Let's Go Global!</u> <ul style="list-style-type: none"> The concept of Globalization Dimensions of Globalization Class discussion: Ted Talk "Actually the World isn't Flat" | |
| 2 | Sept 5 & 7 | <u>Class 1: LABOR DAY HOLIDAY!</u> <u>Class 2: Let's Talk History</u> <ul style="list-style-type: none"> Read McCormick Chapter 1 The Rise of the Global System Emergence of the Modern World (Nation-State System) Imperialism & colonialism Factors to the dominance of nation-state as the primary actor in the international arena | |

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|---|--------------|---|--|
| 3 | Sept 12 & 14 | <p><u>Class 1: Identity Formation</u></p> <ul style="list-style-type: none"> • Read McCormick Chapter 5 Identity and Culture • Watch: “National Identity is Made Up” at: https://www.nytimes.com/video/world/100000005660651/national-identity.html • Understanding the role identity plays in shaping our views • Understanding the concepts of culture, race, and ethnicity • In-class writing <p><u>Class 2: Cultural Globalization</u></p> <ul style="list-style-type: none"> • <i>Reading for this class will be available on Canvas</i> • Understanding the flows of people and information in the age of globalization • Community dialogue: cultural imperialism • In-class writing | <p>Online Quiz 1 available on Canvas: Sept 14 – Sept 20 Due Sept 20 at 11:59 pm</p> |
| 4 | Sept 19 & 21 | <p><u>Class 1: Class Workshops</u></p> <ul style="list-style-type: none"> • Workshop on Country Position paper • Workshop on “My Goal, Our World” mid-term project <p><u>Class 2: Community Dialogue</u></p> <ul style="list-style-type: none"> • Contemporary case study: Identity | |
| 5 | Sept 26 & 28 | <p><u>Class 1: Global Economy (1)</u></p> <ul style="list-style-type: none"> • Read Sheldon Anderson Part One: Chapter 4 • What is economics? • Understanding International trade • Understanding international political economy <p><u>Class 2: Global Economy (2)</u></p> <ul style="list-style-type: none"> • Multinational corporations and the law • Contemporary case study (TBD) • Community dialogue: corporate social responsibility | <p>Online Quiz 2 available on Canvas: Sept 28 – Oct 4 Due Oct 4 at 11:59 pm</p> |
| 6 | Oct 3 & 5 | <p><u>Class 1: Political Science in International Studies (1)</u></p> <ul style="list-style-type: none"> • Introducing international relations theories • What is comparative politics? <p><u>Class 2: Political Science in International Studies (2)</u></p> <ul style="list-style-type: none"> • <i>Supplementary Materials will be available on Canvas</i> • Power Transition Theory • Contemporary case study: China’s rise as a superpower • In-class writing | <p>Online Quiz 3 available on Canvas: Oct 5 – Oct 11 Due Oct 11 at 11:59 pm</p> |
| 7 | Oct 10 & 12 | <p><u>Class 1: Human Rights</u></p> <ul style="list-style-type: none"> • Read McCormick Chapter 7 Human Rights • Understanding human rights • The evolution of rights • Community dialogue: humanitarian intervention <p><u>Class 2: Workshop</u></p> <ul style="list-style-type: none"> • Workshop on “My Podcast” final-term project | |

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| 8 | Oct 17 & 19 | <p><u>Class 1: Global Governance (1)</u></p> <ul style="list-style-type: none"> • Read McCormick Chapter 6 Global Governance • Regional integration • Intergovernmental organizations vs. non-governmental organizations • Community dialogue: nation-states compromising sovereignty for membership in international organizations <p><u>Class 2: Global Governance (2)</u></p> <ul style="list-style-type: none"> • Read McCormick Chapter 6 Global Governance • Understanding international law • Non-state actors | <p>Online Quiz 4 available on Canvas: Oct 19 – Oct 25 Due Oct 25 at 11:59 pm</p> |
| 9 | Oct 24 & 26 | <p><u>Class 1: Information and Communication Technologies (ICT) (1)</u></p> <ul style="list-style-type: none"> • <i>Reading for this class will be available on Canvas</i> • Introducing ICT • The information age • Community dialogue: impact of the Internet and Social Networking Sites (SNS) <p><u>Class 2: Information and Communication Technologies (ICT) (2)</u></p> <ul style="list-style-type: none"> • <i>Reading for this class will be available on Canvas</i> • Community dialogue on: <ul style="list-style-type: none"> ○ Digital revolution: third industrial revolution ○ AI and beyond: fourth industrial revolution | <p>Submission of “Country Position paper” on Canvas (Due date October 23 at 11:59 pm)</p> |
| 10 | Oct 31 & Nov 2 | <p><u>Class 1: Peace, War, and Violent Conflict</u></p> <ul style="list-style-type: none"> • Read McCormick Chapter 8 War, Peace, and Security • Relationship between war and peace • Why do humans go to war with each other? • Contemporary case study: terrorism <p><u>Class 2: Environment in International Studies</u></p> <ul style="list-style-type: none"> • Read Smallman & Brown Chapter 11 Environment • Understanding the environment • Contemporary case study: climate change and sustainable development | |
| 11 | Nov 7 & 9 | <p><u>Class 1: Contemporary International Issue</u></p> <ul style="list-style-type: none"> • Read McCormick Chapter 11 Migration • Understanding migration • The global migration debate • Community dialogue: voluntary and involuntary migration <p><u>Class 2: Contemporary International Issue</u></p> <ul style="list-style-type: none"> • The global refugee problem • Case study: The Rohingya crisis • Read “The Rohingya crisis at: https://www.cnn.com/specials/asia/rohingya#:~:text=The | |

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| | | %20Rohingya%20are%20a%20stateless,ethnic%20groups%20in%20the%20country <i>*Reading material will be available on Canvas</i> <ul style="list-style-type: none"> Community dialogue: refugee crisis | |
| 12 | Nov 14 & 16 | <u>Class 1: Contemporary International Issue</u> <ul style="list-style-type: none"> Public health and infectious disease Case study: China's zero covid policy Community dialogue: dispelling vaccine myths in the digital age <u>Class 2: Contemporary International Issue</u> <ul style="list-style-type: none"> Read "When democracies spy on their citizens" at: https://www.newyorker.com/magazine/2022/04/25/how-democracies-spy-on-their-citizens/amp <i>*Reading material will be available on Canvas</i> Community dialogue: digital democracy | Submission of "My Goal, Our World" project paper on Canvas (Due date November 13 at 11:59 pm) |
| 13 | Nov 21 & 23 | <u>Class 1: Class presentation</u> <ul style="list-style-type: none"> Class presentation "My Podcast Project" Class 2: THANKSGIVING BREAK! | Submission of "My Podcast" project digital audio on Canvas (Due date November 20 at 11:59 pm) |
| 14 | Nov 28 & 30 | <u>Class 1: Class presentation</u> <ul style="list-style-type: none"> Class presentation "My Podcast Project" <u>Class 2: Class presentation</u> <ul style="list-style-type: none"> Class presentation "My Podcast Project" | |
| 15 | Dec 5 & 7 | <u>Class 1: Class presentation</u> <ul style="list-style-type: none"> Class presentation "My Podcast Project" <u>Class 2: Class presentation</u> <ul style="list-style-type: none"> Class presentation "My Podcast Project" | |
| 16 | Dec 12 | <u>End of Term Social!</u> <ul style="list-style-type: none"> Snacks and drinks to celebrate! Course feedback and evaluation | |

