Hello Mean Green! Hola! Ciao! 您好！Xin chào! Bonjour! Hallo! Olá! Selamat Datang! Merhaba! اهلا! สวัสดี! Привет! こんにちは! 안녕하세요! नमस्ते! **வணக்கம்**! ဂျူဘောဝါ! ស្ួស្តី!

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 2024
Credit Hours: 3
Instruction Mode: Face to face
Meeting Days/Time/Location: Monday & Wednesday/3:30 pm – 4:50 pm/SAGE 355

Instructor Information

Instructor: Dr. Sing Hui Lee
Office Building & Room Number: GAB (General Academic Building) 119F
Email: Singhui.Lee@unt.edu
Office Day/Hours: Tuesday/11:00am – 12:30pm (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 or Teams 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 course 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 & Course participation	Be an active member of the learning community. Engage in class dialogues, activities, and in-class writings. *(Please see below for further details)*
30%	"My Vision 4 Us" Project (Mid-term assignment) **individual**	Learners will research on the 17 UN Sustainable Development Goals, choose 1 goal, and write a paper on it. Learners will use AI Chatbot as a tool to complete this assignment. *(Please see below for further details)*
30%	"My Voice" Podcast Project (Final-term assignment) **individual**	Learners will choose a contemporary international issue or topic and create a podcast introducing the issue or topic to the class. *(Please see below for further details)*

| 30% | "Towards A Sustainable Future Project" (Final-term group project) | Learners will form a team, choose one of the given projects focusing on a contemporary global issue/problem, and design new ideas or approaches to solve the global issue/problem. Learners will present their project at the end of the semester. *(Please see below for further details)* |

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 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.

"My Vision 4 Us" Project (#MV4U) Mid-term Assignment (30%)

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 (3 pages double-spaced. No more than 3 pages) on it. For this paper, please address the following:

- Briefly state or explain why you have chosen the specific UN SDG.
- Identify ONE action/project/program/initiative/measure/event that:
  - Was taken to promote this UN SDG, OR
  - Is currently taken to promote this UN SDG
- Was/is the action/project/program/initiative/measure/event taken worked or working?
  - Use evidence and facts to support your argument in explaining why the action/project/program/initiative/measure/event:
    - Worked or did not work, OR
    - Is working or is not working
- Recommend ONE new idea/solution/policy proposal/approach that will:
  - Solve the problem or issue your chosen UN SDG targets, AND
  - Explain why your recommendation would better promote the chosen UN SDG.

The assignment will be assessed on the extent to which learners demonstrate the proper use of AI Chatbot as a learning tool to facilitate the research and writing of the paper to:

- Cover the required contents.
- Conduct sound research based on evidence and facts.
- Provide a well-thought-out recommendation that could potentially solve the problem or issue and better promote the chosen UN SDG.

As your complete this assignment, you will use the AI Chatbot as your learning partner. You can utilize the AI Chatbot to help you understand the UN SDG, brainstorm and refine your recommendations, and ask questions related to evaluating effectiveness and factors that may contribute to the success or failure of your recommended idea/solution/policy proposal/approach and much more. You can engage in interactive conversations with the AI Chatbot to accomplish this. Finally, you will submit a shareable link of your interactions through a Qualtrics survey sent by the instructor. Your interactions will be graded according to the rubric that will be provided in a separate handout during class.
Refer to the separate handout for a detailed assignment description, requirements, and rubric.

"My Voice" Podcast Project Final-term Assignment (30%)

For this podcast project, learners will create a podcast discussing a global issue or topic by choosing ONE of the following:
- Using "My Vision for Us" mid-term project, OR
- Pick an entirely different contemporary global issue or topic

Learners will record a 3- to 5-minute digital audio and upload it to Canvas. Learners can choose 1 of the following formats for this project:
a) 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
b) 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 2–3 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 Voice" project will be assessed using the UNT Core Rubric based on the following criteria:
- Communication skills
- Critical thinking skills
- Social responsibility

Refer to the separate handout for the UNT Core Rubric that will be provided on Canvas.

"Towards A Sustainable Future Project" Final-term Group Project (25%)

For this project, learners will form a team (5-6 students) and choose ONE of the given projects focusing on a contemporary global problem or issue to work on. For each project, learners will identify AT LEAST ONE of the goals from the 17 United Nations Sustainable Development Goals (SDG) that relates to the chosen project.

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 sources (academic, governmental, and peer-reviewed articles), including innovative approaches used in addressing the issue related to food sustainability and food security.
2) **Innovative solutions and recommendations**: assess how innovative and creative the proposed solutions were, including the feasibility of the solutions and recommendations for real-world application.
3) **Teamwork and 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 solutions on sustainability and awareness of social, environmental, and economic implications.

For this group project, learners will complete TWO components.

1) Each group will submit a 3-page written report (no more than 5 pages) that will include (but are not limited to) the following:
   - A clearly defined purpose of the project.
   - The goal or goals from the 17 UN SDG that relate(s) to the project.
   - The root cause(s) of the problems or concerns affecting the issue, problem, or topic.
   - The proposed new ideas, approaches, or recommendations.
   - The significant difference or impact the proposed recommendation(s) will make.
   - The value(s) the project will bring, especially to the targeted audience.
2) Each group will create a short video (no more than 5 minutes) that includes (but are not limited to) the following components:
   - Briefly introduce the team's project
   - Briefly state the problem(s) or issue(s) the project seeks to address or raise
   - Briefly state how the team went about working on the project
     o Planning & assignment of tasks to each teammate
     o Problems encountered while working on the project
     o Solutions to overcome the project
   - Summarize the team's overall takeaway from completing the project

Learners will present the project to the class at the end of the semester.
Refer to the separate handout for a detailed project description, requirements, and assessment.

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

1) 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 are also welcomed to discuss the mentorship arrangement with the course instructor.
2) Instructor-Peer Engage (IPE): Throughout the semester, each P2P pair can choose to schedule at least two meetings (in-person or virtually) during the semester 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

- Please submit all assignments (**written assignment, video, and podcast**) on Canvas by their respective due dates, usually at **11:59 pm CST on Sunday** *(except for the in-class writings that will be submitted at the end of the class)*.
  These assignments include:
  - My Vision 4 Us project (written submission)
  - My Voice podcast project (digital submission)
  - Towards a Sustainable Future project (written and digital submissions)

Written Assignment Format

Please use 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_0.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. 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.

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).

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 2024 Academic Calendar here: https://registrar.unt.edu/sites/default/files/spring-2024-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 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) 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/) 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	JAN 15 (MLK Holiday) & 17	JAN 17: Meet & Greet! • Introducing International Studies • Course overview • Q&A about the course • Watch Ted Talk, June 2012, Pankaj Ghemawat, "Actually the World isn't Flat"	

2	JAN 22 & 24	JAN 22: Community Dialogue
		• Discuss Ted Talk, June 2012, Pankaj Ghemawat, "Actually the World isn't Flat"
		• Class dialogue on Ghemawat's Ted Talk
		
		JAN 24: Let's Go Global!
		• Read the following articles (available on Canvas):
		  o Our love of 'all natural' is causing a vanilla shortage
		  o Big in China	

3	JAN 29 & 31	JAN 29: Exploring Globalization • The concept and dimensions of globalization • Class activity about the different aspects of globalization JAN 31: Let's Talk History • Read McCormick Chapter 1 The Rise of the Global System • Evolution of the Modern World (Nation-State System) • Key players in the international system	
4	Feb 5 & 7	FEB 5: Class Activity Interactive & Exploratory • Read McCormick Chapter 5 Identity and Culture • Exploring questions about identity, race, and culture FEB 7: Identity Formation • Read McCormick Chapter 5 Identity and Culture • Understanding the concepts of culture, race, and ethnicity • Understanding the role identity plays in shaping our views • In-class writing 1	
5	FEB 12 & 14	FEB 12: Mid-term Assignment Workshop • Understanding AI Chatbot • Workshop on mid-term assignment • Q&A on the mid-term assignment FEB 14: Mid-term Assignment Workshop • Workshop on mid-term assignment • Exploring AI Chatbot for student-learning	
6	FEB 19 & 21	FEB 19: Global Economy (1) • Read Sheldon Anderson Part One: Chapter 4 • Understanding international political economy • Understanding economic development FEB 21: Global Economy (2) • Read Sheldon Anderson Part One: Chapter 4 • Understanding international trade • Assigning teams for in-class simulation (FEB 26)	
7	Feb 26 & 28	Feb 26: International Trade Simulation (1) • Learners will apply their understanding of international trade and participate in an in-class international trade simulation Feb 28: International Trade Simulation (2) • Learners will apply their understanding of international trade and participate in an in-class international trade simulation	
8	MARCH 4 & 6	MARCH 4: Global Economy (3) • Multinational Corporations (MNCs) • Corporate social responsibility • Community dialogue: corporate social responsibility	

		MARCH 6: Group Project Workshop	
		• Workshop on Towards a Sustainable Future Project • Assigning learners to different teams & dates for outreach event • Understanding the 17 UN SDG • Q&A on the group project	
9	MARCH 11 - 17	SPRING BREAK!	
10	MARCH 18 & 20	MARCH 18: International Relations Theories (1) • *Supplementary materials will be distributed in class* • In-class activities on international relations (IR) theories • Group project workshop MARCH 20: Political Science in International Studies (2) • Introducing international relations (IR) theories • In-class writing 2	**Submission of "My Vision 4 Us" Mid-term Assignment on Canvas *Due date MARCH 17, SUNDAY at 11:59 pm**
11	MARCH 25 & 27	MARCH 25: Political Science in International Studies (3) • Power Transition Theory • Community dialogue *(materials are available on Canvas on Modules or Pages)* MARCH 27: In-class Activity Interactive & Exploratory • Every human has rights • Group project workshop	
12	APRIL 1 & 3	APRIL 1: Human Rights • Read McCormick Chapter 7 Human Rights • Understanding human rights • In-class activity on understanding human rights • Group project workshop APRIL 3: In-class Activity Team Building • Cooperation and governance (class activity) • Read McCormick Chapter 6 Global Governance • Group project workshop	
13	APRIL 8 & 10	APRIL 8: Global Governance • Read McCormick Chapter 6 Global Governance • Understanding what global governance is • Tragedy of the Commons APRIL 10: Group Project Workshop • Workshop on group project workshop	
14	APRIL 15 & 17	APRIL 15: International Law • Understanding international law APRIL 17: Peace, War, and Conflict • Read McCormick Chapter 8 War, Peace, and Security • Understanding war • Why do humans go to war with each other?	**Submission of "My Voice" Podcast project on Canvas *Due date APRIL 14, SUNDAY at 11:59 pm**

15	APRIL 22 & 24	APRIL 22 & 24: Group Project Community Outreach Event • Each team will carry out the team's community outreach event on campus either on April 22 or April 24 during our class time.	**Submission of "Towards a Sustainable Future" project on Canvas *Due date APRIL 21, SUNDAY at 11:59 pm**
16	April 29 & May 1	April 29 & May 1: End of Term Social! • Class presentation of group projects & course wrap up	