#### GENERAL EDUCATION NEW COURSE TEMPLATE

(For courses seeking approval as meeting general education requirements)

**Department**: International Studies Major 
Course Prefix and Number: INTL 110

Course Title: Introduction to International Studies

**Instructor(s)**: Thomas Ambrosio

This form was completed by: Thomas Ambrosio

**Date:** 9 March 2010

Campus phone #: 7097 E-mail: thomas.ambrosio@ndsu.edu

# ITEMS TO BE INCLUDED: (Please use these headings as the template.)

#### 1. Course Information

Category(ies) in which you are submitting this course: 5(a) – Social Sciences and 7 (G) -- Global Perspectives

Course title/number/credits: Introduction to International Studies / INTL 110 / 3 Catalog description: An interdisciplinary course which introduces students to a variety of global topics, concepts, and perspectives.

Students for whom the course is intended (only if applicable): n/a (e.g., chemistry for students with good preparation in high school math and science Prerequisites for courses shall be only other general education courses and may not exclude students from any major other than that of the department offering the course)

#### 2. Textbook(s)/Course Materials/Library Materials on Reserve (if required)

Anderson, et al., *International Studies: An Interdisciplinary Approach to Global Issues*, Westview Press, 2007.

The Penguin State of the World Atlas (eighth edition), Penguin, 2008.

Thomas Friedman, The World is Flat 3.0, Picador, 2007.

Semester subscription to *The Economist*.

# **3. Intended Course Outcomes and Their Relationship to General Education** *Course Objectives*

- To provide an introduction to a variety of global topics, concepts, and perspectives.
- To ensure that students demonstrate critical thinking skills through written assignments.
- To provide students with a basis to pursue an international studies major and/or to think globally about their university curriculum.

General Education Outcomes

- 3. Comprehend the concepts and perspectives needed to function in national and international societies.
- 6. Integrate knowledge and ideas in a coherent and meaningful manner.

#### 4. Student Activities to Promote General Education Outcomes

3. Comprehend the concepts and perspectives needed to function in national and international societies.

This course requires a series of writing assignments (worth 80% of their course grade) which all involve students reflecting on or analyzing global/international issues and perspectives. The specific assignments will be listed below.

In addition, in-class activities and discussion will be utilized to allow students to explore global issues and perspectives. The use of newspaper and magazine articles (a semester subscription to *The Economist* is required) will supplement these activities and discussions.

6. Integrate knowledge and ideas in a coherent and meaningful manner.

The writing assignments in the course are designed to require students to take outside research and global perspectives and integrate them into a series of papers of varying lengths. These papers will be analytical, comparative, or descriptive in nature. Again, the specific assignments (and how they fit the gen. ed. outcomes) are identified below.

#### 5. Evaluation of General Education Outcomes

3. Comprehend the concepts and perspectives needed to function in national and international societies.

Students will demonstrate this outcome through the various writing assignments and inclass exercises. In terms of graded writing assignments, students will be required to write papers on the following: comparing two authors views of the state/future of the international system (State of the International System Comparative Paper); global economics, trade, and labor practices (Where Are You Wearing?); how their primary major or field of interest is connected to and informed by the wider global community (Internationalizing Your Curriculum); how American and foreign press view differently the same event (two International Press Papers); and, a major international issue (Global Issue Paper). In addition, there will be in-class exercises such as geography quizzes, defining key international studies terms, and examining differing perspectives of history.

In terms of the General Education Outcomes Rubric, students will be able to identity and explain multiple concepts and perspectives, apply multiple concepts and perspectives to understand an explain a series of international issues, understand the connections between the global community and their primary major or field, and understand how perceptions of the international system are created and change.

6. Integrate knowledge and ideas in a coherent and meaningful manner.

Students will demonstrate this outcome through the above written assignments. These assignments will require them to analyze and compare authors (*State of the International System Comparative Paper*), perform outside research (*Where Are You Wearing?* and *Global Issue Paper*), interview a faculty member (*Internationalizing Your Curriculum*), and critically analyze differences of opinion/perspective/reporting (two *International Press Papers*).

In terms of the General Education Outcomes Rubric, through their writing assignments, students will be able to identify, organize, and synthesize information, as well as identify and explain various global perspectives.

# 6. Schedule and Topics

Provided in attached syllabus.

# 7. Global Perspectives

This course is being submitted for the Global Perspectives category. The very nature and purpose of this course is about expanding students' knowledge of major issues in the international system, requiring them analyze differing perspectives, and helping them understand the interdependent world within which we live. Through written assignments which address these goals, hands-on in-class exercises which address major international issues and perspectives, and an interdisciplinary approach to international studies, this course is designed to serve as a foundation to furthering the mission of the university to 'internationalize' its curriculum.

#### 8. General Education Outcomes Rubrics

See attached pages.

# Outcome 3

# Outcome 3: Comprehend the concepts and perspectives needed to function in national and international societies.

The student has demonstrated the ability to:

Identify and explain     multiple concepts and	N/A Evidence:	No	Somewhat	Yes
perspectives (such as individualism, social stratification, monotheism, or racism) used to analyze aspects of national societies and international societies.	media bias (III of the internat	nternational P ional system	hrough written assignmen ress Paper), comparative (State of the International y views of a major internat	views of the state and future System Comparative
2. Analyze aspects of national societies and international societies with multiple concepts and perspectives (such as social privilege, modernization, civic culture, or division of labor).	economic, tra Wearing?), as countries (Glo	ding, and labo s well as a ma obal Issue Pap	or policies of number of co jor international issue whi per).	ch impacts one or more
3. Apply multiple concepts and perspectives (such as globalization, costbenefit analysis, fundamentalism, or xenophobia) to understand a contemporary issue in national societies and international societies.			Somewhat by writing a paper on a ma ries ( <i>Global Issue Paper</i> ).	Yes ijor international issue which
4. Evaluate the strengths and weaknesses of multiple concepts and perspectives (such as nationalism, cognitive dissonance, gender roles, or acculturation) employed to understand national societies and international societies.	contrasts the Comparative biases of thes	arguments manager). Studenter and see authors and on of the pres		of the International System amine the assumptions and runderstanding the past,
5. Describe the basic assumptions (such as economic individualism or social roles) and evidence (such as quantitative versus qualitative, or	contrasts the Comparative	arguments ma <i>Paper</i> ). Stude	•	of the International System amine the assumptions and

primary versus secondary) used by the discipline studied to understand national societies and international societies.	their descript international	•	ent, and their expectations	about the future of the
6. Understand how new knowledge is created (such as by surveys or archival research) and evaluated (such as multiple causation) by the discipline studied to understand national societies and international societies.		No emonstrated tl I Press Paper).	Somewhat nrough a written assignmer	Yes nt of press/media bias
7. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

Evidence = evidence from student activities in course

Revised 10/07/04 Expires 09/09

#### Outcome 6

# Outcome 6: Integrate knowledge and ideas in a coherent and meaningful manner.

# Integrate knowledge and ideas in a coherent manner.

The student has demonstrated the ability to:

1. Identify and organize information relevant to a question or issue.	N/A Evidence:	No	Somewhat	Yes
relevant to a question or issue.	This will be demo which analyze a media bias ( <i>Inter</i>	major interna <i>national Pre</i> s	ational issue ( <i>Globa</i>	n of written assignments al Issue Paper), explore ce' their primary major/field cur Curriculum).
2. Synthesize information to address a question or issue from a variety of sources (such as personal	N/A Evidence:	No	Somewhat	Yes ten assignment, students
observation, scholarly journals, monographs, electronic media).				nic media, and scholarly
3. Integrate a variety of perspectives and points of view to address a	N/A Evidence:	No	Somewhat	Yes
question or issue.	compare/contras System Compara	t/analyze diff ative Paper) a		e of the International how events are reported
4. Other. Please specify.	N/A Evidence:	No	Somewhat	Yes

Evidence = evidence from student activities in course;

Revised 10/21/04; Expires 10/21

# Integrate knowledge and ideas in a meaningful manner.

The student has demonstrated the ability to:

Identify significant patterns from	N/A Evidence:	No	Somewhat	Yes	
information relevant to a question or issue.	This will be de outlines a maje	or internation		ment ( <i>Global Issue Paper</i> ) rigins, explains why it is im e.	
Identify significant patterns from the	N/A Evidence:	No	Somewhat	Yes	
variety of points of view and perspectives relevant to a question or issue.	This will be de differing autho	rs (State of t	he International System	ents which compare/contra Comparative Paper) and u texts (International Press P	nderstanding
3. Evaluate the	N/A	No	Somewhat	Yes	
significance of	Evidence:				

various points of view and perspectives relevant to a question or issue.	differing authors	(State of the Inte	ernational System C	ts which compare/contrast/analyze comparative Paper) and understanding cts (International Press Paper).
4. Integrate information to gain new insights relevant to a question or issue.	outlines a major i	nternational issi	•	Yes ent ( <i>Global Issue Paper</i> ) which gins, explains why it is important to the
5. Integrate perspectives and points of view to gain new insights relevant to a question or issue.	differing authors	(State of the Inte	ernational System C	Yes  Its which compare/contrast/analyze  Comparative Paper) and understanding  Its (International Press Paper).
6. Other. Please specify.	N/A Evidence	No	Somewhat	Yes

Evidence = evidence from student activities in course;

Revised 10/21/04; Expires 10/21

# INTRODUCTION TO INTERNATIONAL STUDIES INTL 110

#### I. COURSE INFORMATION

Instructor: Thomas Ambrosio Phone: (701) 231-7097

E-Mail: thomas.ambrosio@ndsu.edu

Website Blackboard

Office Hours: 10:00-11:00 TR and by appointment

Class Meeting Time: t.b.a. Class Meeting Place: t.b.a.

#### II. DESCRIPTION

The world has gotten smaller. While this is an old saying, it is also a truism: we live in an ever-increasingly interdependent world. In order to succeed in the twenty-first century, it is essential that we adopt a broader perspective of our politics, our economy, our environment, etc. This course serves as a foundation to begin thinking 'globally' about a variety of topics, concepts, and perspectives. It will include hands-on assignments and guest lectures from internationally-focused faculty.

This course also serves as a foundations course for the International Studies Major and as such you will be provided with information about study abroad opportunities, international courses at NDSU, and options to pursue study of a foreign language. However, students not interested in pursuing an ISM are welcome in the course!

#### III.CATALOG DESCRIPTION

An interdisciplinary course which introduces students to a variety of global topics, concepts, and perspectives.

#### IV. GENERAL EDUCATION STATUS

[This course will be submitted for general education status: Social Sciences and Global Perspectives. The following is pending approval.]

This course has been approved as a Social Sciences course under NDSU General Education requirements.

This course has also been approved for Global Perspectives General Education Category because it includes "analysis and interpretation of issues that illustrate global interdependence."

The General Education Outcomes that students should expect to meet as the result of this course are Outcomes 3 ("Comprehend the concepts and perspectives needed to function in national and international societies") and 6 ("Integrate knowledge and ideas in a coherent and meaningful manner").

Outcome 3: Comprehend the concepts and perspectives needed to function in national and international societies. Students will demonstrate this outcome through various writing assignments and in-class exercises which all involve students reflecting on or analyzing global/international issues and perspectives. In terms of graded writing assignments, students will be required to write papers on the following: comparing two authors views of the state/future of the international system (State of the International System Comparative Paper); global economics, trade, and labor practices (Where Are You Wearing?); how their primary major or field of interest is connected to and informed by the wider global community (Internationalizing Your Curriculum); how American and foreign press view differently the same event (two International Press Papers); and a major international issue (Global Issue Paper). In addition, there will be in-class exercises such as geography quizzes, defining key international studies terms, and examining differing perspectives of history.

In addition, in-class activities and discussion will be utilized to allow students to explore global issues and perspectives. The use of newspaper and magazine articles (a semester subscription to The Economist is required) will supplement these activities and discussions.

Outcome 6: Integrate knowledge and ideas in a coherent and meaningful manner. The writing assignments in the course are designed to require students to take outside research and global perspectives and integrate them into a series of papers (of varying lengths). These papers will be either analytical, comparative, or descriptive in nature. Again, the specific assignments (and how they fit the gen. ed. outcomes) are identified below.

Students will demonstrate this outcome through the above written assignments. These assignments will require them to analyze and compare authors (State of the International System Comparative Paper), perform outside research (Where Are You Wearing? and Global Issue Paper), interview a faculty member (Internationalizing Your Curriculum), and critically analyze differences of opinion/perspective/reporting (two International Press Papers).

# V. GOALS

- To provide an introduction to a variety of global topics, concepts, and perspectives.
- To ensure that students demonstrate critical thinking skills through written assignments.
- To provide students with a basis to pursue an international studies major and/or to think globally about their university curriculum.

# VI. REQUIRED TEXTS

- Anderson, et al., International Studies: An Interdisciplinary Approach to Global Issues.
- The Penguin State of the World Atlas (eighth edition).
- Thomas Friedman, *The World is Flat 3.0*.
- A semester subscription to *The Economist* magazine is required. Please feel free to go in with a friend, if necessary -- just make sure that you read each magazine each week!

## VI. COURSE REQUIREMENTS

There will be no formal tests in the course. Instead, there will be a series of hands-on writing assignments and in-class exercises. More information on each of the following assignments will be provided in class. The percentage after the assignment name is the percentage the assignment if worth toward your final grade.

Class Participation/Attendance (20%) -- Since you can not take part in the latter if you are not there, class participation/attendance will be required. You will be expected to 'sign-in' every class period and be prepared for discussion and activities.

State of the International System Comparative Paper (25%) -- For this assignment, you will select and read a book on the state of the international system from a list provided during the first week of class (or, you could find one yourself and use that -- with your instructor's permission). You will write a 5-7 page paper comparing that book to Friedman's *The World is Flat 3.0*. In particular, compare the way in which the two authors understand the past, describe the present, and see the future of the international system.

Where Are You Wearing? (15%) -- For this assignment, you will explore the increasingly global nature of our everyday consumer goods by conducting research on your own wardrobe! You will write a brief paper (3-4 pages) outlining the labor practices, economic development, and trading relations of the countries that produced the clothes you are wearing. This will tie into readings, a lecture, and a video on global commerce.

Internationalizing Your Curriculum (7.5%)—For this assignment, you are to write a brief (2 page) paper on how your primary major (or a major you are thinking about, if you are undecided) can be 'internationalized'. In particular, you are to explore: (a)the role that the wider, global community plays in your field and (b)the 'international' aspects of your field. For this paper, you will need to interview a faculty member within your major/field, as well as do research on your own.

International Press Paper (7.5% -- 3.5% each) -- For this assignment, you are to write a brief (1 page) description comparing the coverage of an international event from the American and international perspective (two non-US sources). In particular, compare how the event was covered, what language was used, how the event was 'framed', etc. Make sure you pick and issue or event that has the possibility of multiple points of view. It might be best to pick newspapers from countries directly involved in that issue -- e.g., if something happens in Israel, find American, Israeli, and Arab news sources. There will be two (2) of these during the semester.

Global Issue Paper (20%) -- For this assignment, you are to write a 5 page paper outlining a major international issue. This can be political, social, cultural or anything that sparks your interest -- check with your instructor first, though. For this paper, you are to outline the issue,

discuss its origins, why it is important to the global community, and discuss the future of this issue. We will be discussing these issues in class.

Lecture Review (5%) -- For this assignment, you are to attend one on-campus event, lecture, or media-offering related to International Studies and then write a short (1-2 page) summary and response. Your instructor will provide you with some suggestions as they become available. If you know of any that your instructor has not mentioned, make sure to let him know. This paper is due two weeks after the event or on the first day of finals week, whichever comes first.

#### VII. ADDITIONAL RULES AND PROCEDURES

<u>Philosophy of a Syllabus</u>: I consider the syllabus a contract between myself, as the teacher, and the students. Both sides will be required to live up to the syllabus -- in particular regarding participation, attendance, reading the assignments on the day they are due, and meeting deadlines. The latter is very important: check your schedules now in order to avoid any scheduling conflicts. In terms of reading assignments and lectures, because some topics may take more time than anticipated, the class and reading schedule may need to be revised!

<u>Syllabus Addendum</u>: For additional rules and procedures, see my standard 'syllabi addendum' on the course website <a href="http://www.ndsu.edu/ndsu/ambrosio/addendum.html">http://www.ndsu.edu/ndsu/ambrosio/addendum.html</a>. It covers the following topics:

- Take advantage of the Writing Center!
- Academic Honesty
- Grading
- Class Attendance

- Rules for Late Assignments/Exams
- Contesting Grades
- Readings
- Standard Paper Instructions

Students are responsible for the information contained on the addendum and it is required reading! If you would like a 'hardcopy', please see me.

<b>Grading Scale</b> :	90-100 A	Excellent
	80-89 B	Good
	70-79 C	Average
	60-69 D	Acceptable/Poor
	>60 F	Failure

<u>Supplements</u>: From time to time, supplemental materials will be placed on the course website (under the heading 'supplements'). It is the responsibility of all students to print out this materials. Your professor will likely use them as an overhead, but will <u>not</u> bring any additional copies to class.

<u>Academic Honesty</u>: All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (http://www.ndsu.nodak.edu/policy/335.htm).

<u>ADA Statement</u>: Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

#### Cell Phones:

Recently, there has been an epidemic of cell phones ringing during class. This is not only distracting, but extremely rude and disrupting to the class -- and it is a violation of NDSU's Code of Student Behavior #4.10.1. Make sure that your cell phones are off before class begins. If your cell phone goes off during class or you answer your phone, you will be required to leave the class for the remainder of the class period. Exceptions to this rule can be made with instructor's prior permission (e.g., one's spouse is having a baby, volunteer EMT or fire service, etc.).

#### Incomplete Grades:

NDSU has begun cracking down on incomplete grades and, as a result, they are much harder to receive. Make sure you read Section 336 of the NDSU policy manual on 'Examinations and Grading'. Here is an excerpt: "The grade of Incomplete is assigned to indicate that satisfactory work has been completed up to within five weeks of the semester end, and that circumstances beyond the student's control prevented completion of the work. ... The grade of Incomplete is not to be given in any instance where the student has a deficiency of more than five weeks of work including final exam week."

#### VIII. CLASS AND READINGS SCHEDULE

Readings are due on the day assigned! There will be some additional readings (usually brief articles) to be used in classroom discussion during that day.

#### Week 1

#### **Introduction to International Studies**

Anderson, et al., 1-10.

#### Week 2

## **International Press**

Excerpts from *International Media Communication in a Global Age* [found on blackboard].

#### Week 3

# Power, Conflict, and Policy

Anderson, et al., 11-32. *International Press Paper I Due* 

#### Week 4

# History

Anderson, et al., 33-52.

## Week 5

# Geography

Anderson, et al., 53-74.

Make sure you bring your atlas to class!

#### Week 6

## **Economics**

Anderson, et al., 75-102.

Where Are You Wearing? Assignment Due

#### Week 7

## **Culture & Anthropology**

Anderson, et al., 103-132.

Week 8

International Press Paper II Due

#### Week 9

#### Religion

Excerpts from *Religion in International Relations: The Return from Exile* and *The Global Resurgence of Religion and the Transformation of International Relations* [found on blackboard].

#### Week 10

#### Film

We will be watching a film in class and discussing it. We will put the choice of film to a vote of the students!

Excerpts from *Understanding Indian Movies: Culture, Cognition, and Cinematic Imagination* [found on blackboard].

#### Week 11

# **Issues in the International System**

Classroom Discussion of your 'global issues'. *Global Issue Paper Due* 

#### Week 12

# **International Studies Major and Study Abroad**

Guest Lectures from the head of the International Studies Office, the VP for International Outreach, and/or the Director of Study Abroad Internationalizing Your Curriculum Assignment Due

# Week 13 Regional Studies Asia & Latin America Anderson, et al., 179-254.

# Week 14 Middle East & Africa Anderson, et al., 255-350.

#### Week 15

# The Future of the International System

Comparative Paper Discussion Anderson, et al., 393-406. State of the International System Comparative Paper Due