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## INTS 303    **Introduction to International Studies**

Spring, 2017  
(Robinson Hall A247, Monday, 1:30-4:10pm)

### ***Learning Community Description***

This learning community explores a multi-disciplinary approach to solving world issues. It will combine lectures, discussion of readings, films, case studies, projects, and active inquiry-based learning to examine issues such as natural environment, infectious disease and globalization, media and technologies, and war and violent conflict, with an attempt to deepen community members' understanding of an increasingly interdependent world and to broaden their perspectives on a variety of international topics.

### ***Student Learning Outcomes***

- Develop deeper understanding of what international studies are, what major international topics are, and their respective theoretical and practical significance (Competency: Global Understanding)
- Appreciate, respect, and value various perspectives on international studies and effectively communicate the importance of international studies both orally and in writing (Competency: Communication)
- Strengthen the abilities to identify key issues in the field of international studies, and to critically evaluate major theories and policies of these issues (Competency: Critical Thinking)
- Learn strategies for civic engagement and social change related to major international issues (Competency: Civic Engagement)

### ***Requirements***

#### I.     Class Participation-10%

Throughout the semester, you will be expected and required to not just attend every class but to be fully engaged in every activity as an active learner. This ultimately means that you will be expected to come to class on time and fully prepared by completing all readings and assignments beforehand, raising well thought-out and intelligent questions during class, and actively and positively engaging in discussions and activities. In addition, **a variety of in-class writings** will also factor into your participation grade. If everyone fulfills this course requirement, we will build, not only a positive classroom environment, but a true community of learners.

#### II.     "I am from" Project-40% (instructions given on Mar 20)

##### A. Country Position Papers- (2x10%)

You will explore a country and the impact of the various issues discussed in this course on this country. That is, starting week 9 we will focus on one key international issue such as natural environment each week. After each class, you will research that issue on your country and write a country position paper (one-page, single-spaced). You are expected to write 2 position papers of this kind. As we discuss 5 key issues, you will have the choice as

to which 2 issues you wish to write your paper on (but one of them has to be about Environment or Gender). In the paper, you should address:

- a brief history on the issue as it relates to your country.
- how the issue is currently affecting your country.
- your country's position on the issue. Include an explanation for your country's stance, such as economic or security concerns or political or religious ideology.
- how your country's position relates to the positions of other member states such as the major powers or countries in your regional bloc.
- some of the past actions taken by the UN, member states and NGOs to address the issue.
- ideas for a resolution, stressing your country's objectives for the resolution.
- the role that NGOs or regional organizations have to play in addressing the issue.
- whether your country is willing to negotiate.

Position papers should be submitted through the blackboard by midnight, Sunday after each class meeting.

Position papers will be assessed on the extent to which you:

1. follow the format and cover the required contents;
2. draw on the concepts discussed in class;
3. conduct the research on the issue and the country of your choice; and
4. demonstrate an attempt to connect those concepts and ideas to the country of your choice.

#### B. Mini-Model UN Conference-20 % (Apr 24)

At the end of this semester, we will have a mini-Model UN conference (one conference on “Gender and Science”, the other one on “Climate Change”). At this conference, you will need to 1) convey your member state's position by presenting a summative analysis on the country of your choosing in the form of a 3-min presentation; 2) discuss with other member state representatives and help build consensus; and 3) formulate resolutions.

You will be expected to base your presentation on one of your position papers that has informed you about the issue you're discussing, and use and cite at least **five** sources (two of which should be scholarly sources), not including our readings, relevant to your topic.

You will create a presentation, in a visually stimulating and creative format, to share your research, findings, and recommendations to other member state representatives.

Your presentation (10%) will be graded based on the extent to which you:

1. provide a deep, complex analysis of the issue;
2. properly represent the country; and
3. offer a thoughtful, creative, interactive and convincing presentation.

Your conference will need to submit a short resolution. Your participation in the conference and work towards formulating the final resolution will also be assessed (10%).

Be sure to bring a small national flag of your country to the conference.

REMEMBER: You Are Representing That Country!

### III. Research Paper- 35% (instructions given on Feb 20)

#### A. Annotated Bibliography-10% (Mar 26)

Based on the topic you choose for your research paper, you will conduct a preliminary research and complete an annotated bibliography that includes at least FIVE SCHOLARLY sources.

This assignment will be assessed on the quantity and quality of those sources you provide and the quality of your annotation.

#### B. Final Product-25% (Apr 30)

You will analyze in a research paper (around 1500 words) a topic closely related to international studies. This assignment will be assessed on the extent to which you:

1. offer a clear, concise thesis statement describing the central argument of your essay;
2. provide reason and evidence to support that central argument throughout your essay and address counterarguments;
3. deliver a well-written, organized, and properly-cited essay; and
4. conduct a comprehensive interdisciplinary research and incorporate the literature into your analysis.

### IV. In-Class Open-Book Midterm-15% (Mar 06)

#### V. Learning Reflective Essay-2% (instructions given on May 01, due May 07)

For this assignment, you will complete an essay (around 500 words), reflecting on the topics and concepts discussed during this learning community and attempting to connect them to some aspect of your current or future life or work. Specific instructions or writing prompts will be provided to you. This is your opportunity to reflect thoughtfully on what we discuss and experience in this learning community. Note, this essay is not meant to be a review of what we did in class or a discussion of what you liked or didn't like from class. Instead, it's about finding yourself in the context of the course.

This assignment will be assessed on the extent to which you:

1. draw on course concepts, readings, cases, activities, and discussions to strengthen your argument; and
2. demonstrate an attempt to connect those concepts and ideas to your own life and future work.

### ***Grading Scale***

A+	100-97%	B+	89-87%	C+	79-77%	D	69-60%
A	96-93%	B	86-83%	C	76-73%	F	59-0%
A-	92-90%	B-	82-80%	C-	72-70%		

### ***Required Texts***

Anderson, S. et. al. (Eds.) (3<sup>rd</sup> ed, 2014). *International Studies: An Interdisciplinary Approach to Global Issues*.

Westview Press.

Campbell, P. et. al. (Eds.) (2010). *An Introduction to Global Studies*. Wiley-Blackwell.

Additional readings may be assigned for some current topics. They will be on the **Blackboard or the web or will be given to you as handouts**.

### ***Tentative Schedule***

#### **Week 1 (Jan 23) Introduction to International Studies**

Course Overview: Get your syllabus and a good understanding of the course

Class Activity: Global Snapshot

#### **Week 2 (Jan 30) The Concept of Globalization**

Campbell, et. al. Chapter 1-Going Global

#### **Week 3 (Feb 06) History and Anthropology in International Studies**

Anderson, et al.. Chapter 1- The Past in the Present; Chapter 3- Anthropology

#### **Week 4 (Feb 13) Geography in International Studies**

Anderson, et. al. Chapter 2- Peoples, Places and Patterns

#### **Week 5 (Feb 20) Economics in International Studies**

Anderson, et. al. Chapter 4- World Trade and Global Development

Film: Banking on Life and Debt

#### **Week 6 (Feb 27) Political Science in International Studies**

Anderson, et. al. Chapter 5- Power, Conflict, and Policy

#### **Week 7 (Mar 06) In-class Open-book Midterm (15%)**

#### **Week 8 (Mar 13) Spring Break**

#### **Week 9 (Mar 20) Contemporary International Issue: Environment**

Campbell, et. al. Chapter 5 – The Natural Environment

Film: Climate Refugees

#### **Mar 26 Annotated Bibliography Due**

#### **Week 10 (Mar 27) Contemporary International Issue: Public Health**

Campbell, et. al. Chapter 7- Infectious Disease and Globalization

Film: SARS-The True Story

**Week 11** (Apr 03) Contemporary International Issue: Gender  
Campbell, et. al. Chapter 8- The Gendered World  
Film: Saving Face

**Week 12** (Apr 10) Contemporary International Issue: Technology  
Campbell, et. al. Chapter 9-Information and Communication Technologies  
Film: Generation Like

**Week 13** (Apr 17) Contemporary International Issue: War and Violence (Mar 28)  
Campbell, et. al. Chapter 10- War and Violent Conflict  
Film: Darfur Diaries

**Week 14** (Apr 24) Mini-Model UN Conference

Apr 30 Research Paper Due

**Week 15** (May 01) Review and Celebration of Learning

May 07 Learning Reflective Essay Due

### ***Policies and Information***

All assignments are to be submitted through the blackboard on their respective due dates (**USUALLY MIDNIGHT, SUNDAY**). Assignments and exams submitted late will be reduced one third of a letter grade (e.g. from B to B-) per day (including Saturdays and Sundays). Absolutely no work will be accepted one week after its due date without a valid written medical excuse or notice of death in the family.

All papers must be typed on 8.5" x 11" paper using 12 point Times New Roman font. Additionally, all papers and other assignments should be documented properly in accordance with an accepted citation manual (e.g. The Chicago Manual of Style, The APA Manual of Style, The MLA Style Manual).

Please arrive at class on time. Because the class is built around interaction and dialogue, attendance is critical. So when you miss classes, your grade will be affected. An absence is excused when due to serious illness, religious observance, participation in University activities at the request of University authorities, or compelling circumstances beyond your control. I reserve the right to request evidence when you will be absent for one of these reasons. When you miss class, it is your responsibility to arrange to make up the day's work. You must approach me about the absence and inquire about ways of making it up.

Engaged and respectful dialogue is encouraged. Demeaning, intolerant, and/or disruptive behavior or responses at any time will affect your participation grade.

In compliance with a University-wide initiative, I will correspond electronically with students only through their GMU assigned email accounts. Please check your email account regularly for updates and important announcements; checking your email during University closings is especially important as I will alert you to schedule changes via email.

You are welcome to bring a laptop to class and use it for class-related purposes. During class you are asked to refrain from using your laptop for purposes not related to class.

George Mason University has an Honor Code with clear guidelines regarding academic integrity. Three fundamental principles you must follow at all times are: 1) all work submitted must be your own; 2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and 3) if you are uncertain about citation rules or assignment guidelines, ask me for clarification. No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please let me know and also seek help from University resources. The University provides a range of services to help with test anxiety, writing skills, study skills, personal issues, and related concerns.

### ***GMU Student Resources***

- **Center for Service and Leadership (Center for Leadership and Community Engagement):** The Center for Leadership and Community Engagement is a central contact point at George Mason University for information on experiential learning, service learning, and leadership development. The Center's webpage provides exciting and useful material including the Student Service Learning Handbook, information on writing learning objectives, instructions on completing a learning objectives contract, and lists of experiential learning opportunities.
- **GMU Writing Center:** Robinson A116; 993-1200; [writingcenter.gmu.edu](http://writingcenter.gmu.edu) HYPERLINK "<http://writingcenter.gmu.edu>" <http://writingcenter.gmu.edu>
- **Office of Disability Services:** Any student with documented learning disabilities or other conditions that may affect academic performance, should: 1) make sure this documentation is on file with the

Office of Disability Services (SUB I, Rm. 222; 993-2474) to determine the accommodations you might need; and 2) talk to me to discuss reasonable accommodations. HYPERLINK

"<http://www.gmu.edu/student/drc>" <http://www.gmu.edu/student/drc>

- **Student Technology Assistance and Resources (STAR) Center:** Johnson Center 229; 993-8990; <http://www.media.gmu.edu>

### ***Diversity Statement***

The School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, aware of their biases and how they affect their interactions with others and the world.

For more information about SIS' diversity commitment go to: <http://integrative.gmu.edu/about/diversity>.