

## INTL 200: Interdisciplinary Approaches to Global Issues Fall 2016

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Time: M/W 12:35-1:50  
Classroom: CCC 231  
Office Hours: M/W 10-11AM  
Or By Appointment CCC 453

### Course Description:

This course provides students with an introduction to the disciplines and area fields, along with specific skills of oral and written communication for the International Studies major and minor. Echoing models from the UK Benchmark Standards for Area Studies and the International Studies BA Programme in the Hague, International Studies at UWSP represents a distinctively interdisciplinary and multi-disciplinary program with a particular emphasis on area cultural studies. This course features a backward design that equips students with preliminary professional skills for combining cultural knowledge, geographic specialization, and historically-grounded methodologies to analyze global issues. Following the structure of Sheldon Anderson et al. (2014), the course begins with an emphasis on historical interpretation in international conflict. Students will examine scholarly approaches spanning from theory-based cultural history to geographical interactions of peoples in space, anthropological inter-cultural relations, and the role of political science in area studies. Students consider the intersections of these approaches to explore specific themes across six regional designations including Europe in the Modern World, Demography in East Asia, and Development in Latin America. Students apply newly acquired concepts and methods to global issues ranging from embodied identities in performing the Rio 2106 Olympics games to global population developments and gendered politics of veiling.

For our final written project, students will produce a well-documented scholarly Literature Review, which includes a historiographical component and a state of the field summary on a global issue relevant to their specific regional areas. Writing assignments throughout the semester will provide scaffolding to build the skills necessary to generate this evidence-based academic work. This course also offers students concrete assessment opportunities for developing their skills of intercultural effectiveness in preparation for interacting in a global professional environment. We will develop plans and engage in enhancement activities to improve oral, written, and embodied communication skills working through an adaptation of the Intercultural Effectiveness Scale (IES), an internationally recognized industry standard for international business and policy, intercultural higher education, and global non-profit organizations, developed by Ph.D. scholars with the Kozai Group. For our assessment of oral communication, students will collaborate in small groups to present real-world Roundtable Discussions on themes relevant to specific cultural areas as seen at academic conferences. Students will practice professional skills on how to present, pose meaningful questions, and in general engage with fellow scholars in an international conference setting.

### Course Intended Learning Outcomes:

This course aligns directly with the General Education Program outcomes for Communication in the Major. Upon completing all in-class activities and assignments, students will improve their ability to:

- Identify, articulate, and assess scholarly arguments from multiple disciplines relevant to a specific cultural area of study
- Apply interdisciplinary methods to produce an academic Literature Review relevant to a specific region of cultural area studies, properly documented and supported with evidence

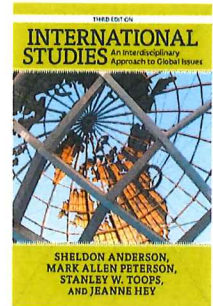


- Demonstrate a developing level proficiency in oral and embodied communication for International Studies, especially as defined by the Intercultural Effectiveness Scale and professional academic standards

### **Required Course Materials:**

This course will feature a text rental reader, along with additional readings available digitized on D2L. Students are expected to bring the reader or **PRINT ALL** required readings for each class. In addition, students will be engaging in a pre-post exam based on the Intercultural Effectiveness Scale administered by the internationally recognized professional assessment team, the Kozai Group. See their website:

<http://kozaigroup.com/inventories/the-intercultural-effectiveness-scale/>



**Required Text Rental:** Anderson, Sheldon, Mark Peterson, Stanley Toops, and Jeanne Hey. *International Studies: An Interdisciplinary Approach to Global Issues*. Third Edition. New York: Westview Press, 2014.

### **Evaluation Criteria**

#### **Attendance, In-Class Discussion, and Professionalism 15%:**

All students are expected to engage with course materials and to participate meaningfully in classroom discussions, exercises, and activities. Students will be expected to actively take notes on in-class activities and assigned readings. As the popular article from *Scientific American* (June 3, 2013) suggests, taking notes by hand has been proven to engage specific cognitive processes and embodied actions that enhance learning. Our class is designed in the format of a seminar, a course-based group discussion in which faculty and students participate in the active co-generation of ideas rather than simply the delivery of content. As we develop our professional writing and oral communication skills, we will strive to fine-tune our abilities to articulate complex ideas and even opposing viewpoints citing evidence in an inclusive learning environment. Throughout the semester, we will practice various techniques, including ethnographically-based international examples for how professionals engage in discussions, question and answer sessions, and group work. We will utilize a number of high-impact teaching practices such as team-based activities, hands-on participatory workshops, and engaging embodied learning opportunities. Unlike a standard lecture course, in this class, we will work together to produce rather than simply to consume knowledge.

#### **Scholarly Reading Summaries 30%**

In order to build our skills for producing an academic literature review, we will scaffold our final project with shorter reading summaries and mini-analyses. Students will summarize peer reviewed articles from 1) History academic journals 2) foreign policy journals and credible international media sources (Media vs. Policy) and 3) ethnographically-based cultural studies articles.

#### **Intercultural Effectiveness Assignments 20%**

Pre-Exam, Self-Reflection, Development Plan 5%

Enhancement Activities 5%

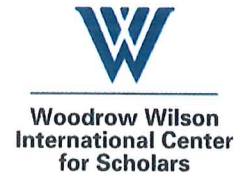
Mini-Ethnography 5%

Post Exam, Final Self-Assessment 5%

Using real-world models developed by the Kozai Group, an international body of Ph.D. scholars with extensive research in comparative cultural studies and intercultural communications, this course will help students to develop an awareness of assessment measures for international leadership skills, especially intercultural competency. The main focus of this instrument is to improve 1) how we learn about another culture and the accuracy of that learning 2) how we develop and manage relationships with people from other cultures 3) how we manage the challenges and stress involved in interacting with people who are different from us. Throughout the semester, we will work on the main dimensions of intercultural competency, namely Continuous Learning (Self-Awareness and Exploration), Interpersonal Engagement (Global Mindset and Relationship Interest), and Hardiness (Positive Regard, Emotional Resilience).



As part of the credit for Enhancement Activities, students will be expected to attend at least 3 on-campus activities related to international issues or global topics. Students must register for the Collegiate Link SPIN program on campus, scan their ID cards for each event, and write a short online response. At the end of the semester, we will generate our co-curricular vitae, which may also be helpful for applying to scholarship or other opportunities. One additional activity that is required for the course is the *anime* film event **Wednesday October 26, 6PM DUC Theatre**. Please arrange your schedules now, there is no make-up opportunity. In addition, during class time, we will collaborate with ESL classes on campus to engage with international students. Students are encouraged to develop relationships with a greater diversity of students and professionals on campus. Finally, through in-class simulations and leading discussions in small groups, we will gain hands-on professional training to be more competitive in a broader range of fields requiring advanced cultural studies skills.



**Literature Review Paper 30%**

Abstract, Annotated Working Bibliography 10%

First Completed Draft 15%, Final Draft 5%

Modeling a real-world research assistant internship at the Woodrow Wilson International Center for Scholars, students will produce a 10-page scholarly literature review on a particular global issue relevant to their specific regional or cultural area. Students will work through professional models in the field from journals such as *Millennium: Journal of International Studies*, *Journal of Asian Studies*, *Journal of Latin American Studies*, etc. Students will have ample time to engage with each other and the instructor for proposing appropriate topics, submitting abstracts and bibliographies for review, and working with drafts for self and peer editing.

**Cultural Area Specific Roundtable Discussion Group Work 5%**

As a central to Oral Communication in the Major, this course will allow students to organize and present small group roundtable discussions relevant to specific cultural areas of study. We will determine the small groups at the beginning of the semester. Each group will conduct opening priming or warm-up exercises, organize discussion questions and topics, as well as create a handout with key terms, current events, and individuals most relevant to area. This exercise will be another opportunity to professionalize our communication skills. More details will be discussed and distributed in class.

**Participation Expectations:**

This course is designed for all students to be successful. Please contact the instructor in person if you have any extenuating circumstances that might prevent you from fully participating.

**90-100**—Students always come prepared for class with completed readings, notes, and any other necessary materials. In discussion, they ask on-topic questions, articulate complex ideas, and synthesize materials from previous sessions. They volunteer always ready to provide an answer when called. They treat other students with respect, offering support and helping to create an inclusive learning environment.

**80-90**—Students come prepared to class on a regular basis with their readings and other materials. They share ideas and communicate in group work, but could be more engaged in large group discussions. Although a student in this group might not volunteer as readily, they are always prepared to respond when called.

**70-80**—Students are not prepared on a regular basis, forget their materials, or fail to participate in an engaged manner. They might also wander off topic consistently, create a disturbance in the class, or show disrespect to other students. Students receiving a 70% for participation may not be able to engage fully in the coursework and with other students.

**0**—Students will receive zero points for participation credit when they do not attend class or when they fail to participate in a given activity.

**Grading Scale:**

A	93-100	B-	80 – 82	D+	67 – 69
A-	90 – 92	C+	77 – 79	D	63 – 66
B+	87– 89	C	73 – 76	D-	60 – 62
B	83-86	C-	70 – 72	F	59 and below

### Course Schedule:

Reading assignments correspond to the day that students should complete the readings prior to class. Most readings refer to the Anderson et al. (2014) reader, with the author's name and the chapter number, unless otherwise specified. Other articles, book chapters, or websites will be posted in the Content section of our course D2L webpage. Additional assignments including mini-assignments due in class and D2L Dropbox deadlines are referenced in the Assignments category. The instructor reserves the right to alter, tweak, or enhance the course schedule in consideration of the pedagogical needs of the class, so please come to class and check D2L for any alterations/updates.

Please note, I have intentionally decreased the number of required readings. In fact, there are several class periods without a specified assigned reading. This approach allows students to practice the professional skill of self-direction and motivation. Students should spend their time continually reading for the final literature review and seeking outside activities to enhance their overall intercultural competency.

DATE	TOPIC	READINGS	ASSIGNMENTS
<b>WEEK 1: GETTING SITUATED IN TIME AND SPACE</b>			
9/7	Broadening our Understanding of International Studies	Syllabus	In-Class Team Building Exercises
<b>WEEK 2: DEVELOPING PROFESSIONAL GLOBAL LEADERSHIP SKILLS</b>			
9/12	Developing Professional Global Leadership Skills Intercultural Effectiveness Scale	In Class IES Pre-Test	<b>Development Plan and Self-Reflection DUE 9/13 11PM D2L</b>
9/14	Cultural Area Studies Research Writing a Scholarly Literature Review Peer-Reviewed History Article Search	Reflect on Your Research Cultural Area, Themes, and Topic	<b>MEET in Library LRC 316 Research Workshop</b>
<b>WEEK 3: THE PAST IN THE PRESENT: HISTORICAL INTERPRETATION IN INTERNATIONAL CONFLICT</b>			
9/19	What is an Interdisciplinary Approach to International Studies? How to Argument Map a Peer-Reviewed Journal Article	Anderson (2014) Introduction AND History Article Review Work	<b>MEET CCC 307</b>
9/21	What is History? Historians and Their Tools Historiography: Basis for Scholarly Literature Reviews	Anderson (2014) Chapter 1 <b>READ/BRING</b> History Reading Posted in D2L Figal (2008)	
<b>WEEK 4: PEOPLES, PLACES AND PATTERNS: GEOGRAPHY IN INTERNATIONAL STUDIES</b>			
9/26	Interdisciplinary Exploration of the Archives		<b>MEET in Library 5<sup>th</sup> Floor Archives</b>
9/28	What is Geography? Maps as Tools in International Studies Challenging Global Divisions	Toops (2014) Chapter 2 <b>PRINT</b> Bring to Class Your History Article and Summary First Draft	<b>Reading Summary History Journal Article DUE 9/29 11PM D2L Dropbox</b>
<b>WEEK 5: ANTHROPOLOGY AND INTERCULTURAL RELATIONS</b>			
10/3	What is Culture? Studying Culture: An Anthropological Perspective Cultural Misunderstandings—Appropriation vs, Appreciation?	Peterson (2014) Chapter 3	
10/5	Grappling with Culture in the Social Sciences	Culture Article <b>PRINT</b> D2L	

<b>WEEK 6: ECONOMICS AND INTERNATIONAL DEVELOPMENT</b>			
10/10	Liberal Economics Sustainability Globalization What is Neoliberalism? Economic Structures, Cultural Power	Peterson and Stevens (2014) Chapter 4	
10/12	Intercultural Effectiveness Enhancement Exchange with ESL Students at UWSP	<b>MEET DUC 374</b>	<b>BRING Ethnographic Research Interview Questions</b>
<b>WEEK 7: POWER, CONFLICT, POLICY: THE ROLE OF POLITICAL SCIENCE IN INTERNATIONAL STUDIES</b>			
10/17	Major Fields of Political Science Cultural Components of Foreign Policy Analysis	Hey (2014) Chapter 5	
10/19	Role Play Simulation for Intercultural Negotiations: <i>Hiring a Newtonian?</i> (2006) Contextualizing <i>From Up on Poppy Hill</i> (2011)		
<b>WEEK 8: EAST ASIA IN THE WORLD, JAPAN'S GLOBAL POP CULTURE</b>			
10/24	What defines East Asia as a region? Historical cleavages in East Asia Demography in East Asia	Toops (2014) Chapter 8	<b>Small Group 1 Roundtable Discussion</b>
10/26	Global Popular Culture: Experiencing <i>Anime</i>	Class Meets Officially for the Film Event	<b>NO IN CLASS MEETING FILM DUC Theatre 6PM</b>
<b>WEEK 9: RESEARCH ABSTRACTS AND ROUNDTABLE ON "EUROPE"</b>			
10/31	Debriefing on Global Images of Japan Returning to Interdisciplinarity Literature Review Abstract Introduction	Work on Media Policy Paper	<b>Bring Media and Policy Draft to Class for Peer Editing</b>
11/2	Europe and the World, Liberal Democracy Nationalism and Modern Conflict Europe 18 <sup>th</sup> -20 <sup>th</sup> Centuries	Anderson (2014) Chapter 6	<b>Small Group 2 Roundtable Discussion</b>  <b>Media/Policy DUE 11/3 D2L Dropbox 11PM</b>
<b>WEEK 10: NEW GLOBAL ISSUES AND PLAYERS OF THE 21<sup>ST</sup> CENTURY</b>			
11/7	Literature Review Abstract Workshop	Work on Abstract and Bibliography	<b>BRING Digital Files MEET TNR 356 Computer Lab</b>
11/9	How South and Central Asian History Matters Environmental Diversity and Political Ecology Challenges in India	Toops (2014) Chapter 9	<b>Small Group 3 Roundtable Discussion</b>  <b>Abstract/Bib DUE D2L 11/10 11PM</b>
<b>WEEK 11: AFRICA AND THE INTERNATIONAL COMMUNITY</b>			
11/14	Ethnographic Experiences Embodied Actions Intercultural Learning in a Local Space	Igboin (2012) Reading D2L PRINT	

11/16	Africa as a Part of World History State Building, Economic Integration Trans-cultural Issues and Postcolonialism	Anderson (2014) Chapter 10	<b>Small Group 4 Roundtable Discussion</b>
<b>WEEK 12: WRITING WORKSHOPS FOR INTERNATIONAL STUDIES LITERATURE REVIEW</b>			
11/21	Writing Workshop for Literature Review Part I	BRING Digital File of Literature Review Draft	<b>MEET CCC 307 Computer Lab</b>
11/23	Writing Workshop for Literature Review Part II	BRING Digital File of Literature Review	<b>MEET CCC 307 Computer Lab</b>
<b>WEEK 13: WRITING, PEER EDITING, AND SELF-ASSESSMENT</b>			
11/28	Writing Workshop for Literature Review Part III	BRING Digital File of Literature Review	<b>MEET CCC 307 Computer Lab</b>
11/30	Peer Editing and Self-Assessment	BRING/PRINT Draft of Literature Review	<b>Literature Review DUE D2L Dropbox 12/1 11PM</b>
<b>WEEK 14: ANALYZING GLOBAL ISSUES IN THE MIDDLE EAST AND LATIN AMERICA</b>			
12/5	From Empires to Nation-States Diversity and Division Political Change in the Middle East	Peterson (2014) Chapter 11	<b>Small Group 5 Roundtable Discussion</b>
12/7	Historical Sketch of Latin America Dominant Themes in Latin America	Hey (2014) Chapter 12	<b>Small Group 6 Roundtable Discussion</b>
<b>WEEK 15: REFLECTING ON INTERDISCIPLINARY APPROACHES TO INTERNATIONAL STUDIES</b>			
12/12	Embodying Global Citizenship and Integrating Interdisciplinarity	PRINT Mini-Ethnography for Peer Review	<b>Mini-Ethnography DUE 12/12 11PM D2L</b>
12/14	Intercultural Effectiveness Re- Assessment	UPDATE and PRINT SPIN Co-Curricular Vita for Credit	<b>IES Final Self- Assessment DUE D2L Dropbox 12/15 11PM</b>

**Final Examination: Literature Review DUE in D2L Dropbox Wednesday 12/21 11PM**

**Reminder: The instructor reserves the right to add, delete, or alter readings and assignments based on the pedagogical needs of the course. Please attend class and check D2L for any updates or changes.**