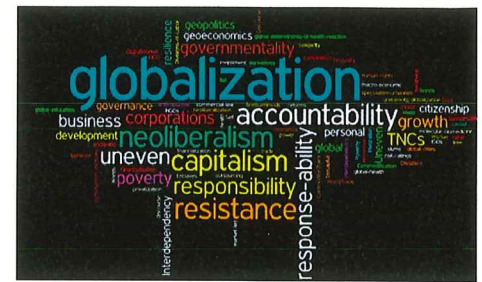




# INTL 200: Interdisciplinary Approaches to Global Issues Fall 2016



Instructor: Dr. Valerie H. Barske  
Interdisciplinary Ph.D. in East Asian Studies  
Associate Professor of History  
Coordinator of International Studies & Peace Studies  
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Time: M/W 3:30-4:45  
Classroom: CCC 231  
Office Hours: M/W 10-11AM  
Or By Appointment CCC 453

## Course Description:

This course introduces specific skills and dispositions for oral and written communication on the International Studies major and minor. Echoing models from international programs such as the UK Benchmark Standards for Area Studies, 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, regional specialization, and historically-grounded methodologies to analyze global issues. 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. To enhance oral communication skills, 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 approaches for 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 interdisciplinary scholarly arguments 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

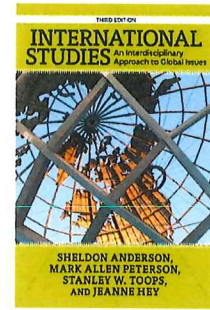
## Required Course Materials:

Students are expected to bring the reader, a printed copy, or digital copy of the readings posted in D2L. 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/>

**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 will engage with course materials and participate meaningfully in classroom discussions, exercises, and activities. Students will 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.

### Key Terms, Reading Quizzes 10%

As we take notes and actively participate, we will have 3 scheduled quizzes on key terms, concepts, and main arguments from our readings.

### Scholarly Article Summaries 20%

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 scholarly articles in three succinct pages. The first assignment will focus on History or the historiographical background on the cultural research area and the second assignment features ethnographically-based cultural studies.

### Intercultural Effectiveness Assignments 20%

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

Enhancement Activities and Journal 10%

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 scholarships or other opportunities. 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.



Woodrow Wilson  
International Center  
for Scholars

**Research Literature Review 25%**

Abstract, Annotated Working Bibliography 10%

First Completed Draft 10%, 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.

**Area Studies Roundtable Discussion Group Work 10%**

As central to Oral Communication in the Major, this course will allow students to organize and present small group roundtable discussions relevant to scholarly articles on 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. Our reader will appear as Anderson (2014) and the specific chapter number. 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>			
9/6	Encountering International Studies	Syllabus	
<b>WEEK 2: PROFESSIONAL GLOBAL LEADERSHIP SKILLS AND INTERDISCIPLINARITY</b>			
9/11	Developing Professional Global Leadership Skills Intercultural Effectiveness Scale	In Class IES Pre-Test	
9/13	What is an Interdisciplinary Approach to International Studies as Cultural Area Studies?	Anderson (2014) Introduction and Chapter 1	Bring Reading Notes Development Plan and Self-Reflection DUE 11PM D2L
<b>WEEK 3: CULTURAL HISTORY, ETHNOGRAPHY, AND EMBODYING INTERCULTURAL MEANING</b>			
9/18	Mumbai, London, Laughter, and Embodying World Peace	Evans (2009) OPTIONAL Anderson (2014) Chapter 3	Reading Notes
9/20	Laughter Yoga: Experiencing a Global Movement in a Local Space	OPTIONAL Anderson (2014) Chapter 9 Guest Leader Judi Olson	Reading Notes Article Summary DUE 9/22 11PM D2L
<b>WEEK 4: INTERNATIONAL CULTURAL AREA STUDIES RESEARCH</b>			
9/25	International Cultural Studies Research Writing a Scholarly Literature Review		<b>MEET in Library ALB316</b>
9/27	Argument Mapping and Summarizing Historical Works as the Basis of Area Studies Research	READ and Bring to Class Your History Article	<b>QUIZ 1</b>
<b>WEEK 5: NEOLIBERALISM, BREXIT, AND CULTURAL FALLOUT OF GLOBALIZATION</b>			
10/2	What is Neoliberalism?	D2L Monbiot (2016) OPTIONAL Anderson (2014) Chapter 4	Reading Notes
10/4	Brexit and Cultural Fallout	D2L Brexit Articles	Group 1 Leads History Article Summary DUE 10/6 11PM D2L Dropbox
<b>WEEK 6: INTERCULTURAL EXCHANGE AND CROSS-CULTURAL MOVEMENTS</b>			
10/9	Intercultural Effectiveness Enhancement Exchange with ESL Students at UWSP		BRING Ethnographic Interview Questions <b>MEET DUC 374</b>
10/11	Politics of Yoga and Neoliberalism	Godrej (2016)	Group 2 Leads
<b>WEEK 7: GLOBAL YOGA AND ABSTRACT WORKSHOP</b>			

10/16	Contemporary Yoga in Action Grappling with Cultural Appropriation	D2L Short Article Guest Workshop Leader Sally Powell	Wear Comfortable Clothing <b>MEET HEC 154</b>
10/18	Interdisciplinary International Studies Research Literature Review Abstract Workshop	Bring Digital Files for the Abstract	Abstract WORKSHOP <b>MEET CPS105</b>
<b>WEEK 8: EMBRACING INDEPENDENT RESEARCH (BARSKE IN LONDON)</b>			
10/23	Abstract, Bibliography and Cultural Article Research	Read Research Articles No In-Class Meeting	
10/25	Anthropology, Ethnography, and/or Cultural Studies	No In-Class Meeting	Cultural Article Summary Due D2L 10/27 11PM
<b>WEEK 9: RETURNING TO INTERDISCIPLINARITY, REGIONAL CULTURES, AND GLOBAL ISSUES</b>			
10/30	Abstract Workshop Part II	Bring Digital Files	<b>MEET CPS107</b>
11/1	Interdisciplinary Exploration of the Archives	Bring Pencils, Notebook, AND Camera/Phones	<b>MEET Archives ALB520</b> Abstract/Bib Due D2L Sunday 11/5 11PM
<b>WEEK 10: CROSS-CULTURAL SIMULATION AND GLOBAL MEGA-EVENTS</b>			
11/6	Simulation for Intercultural Negotiations: <i>Hiring a Newtonian?</i> (2006)		
11/8	Realities of Global Mega-Events	D2L Korea, Japan, China, Russia, OR Brazil OPTIONAL Anderson (2014) Chapter 8	Group 3 Leads
<b>WEEK 11: RETHINKING GLOBAL AND AREA STUDIES</b>			
11/13	Caribbeanist Anthropology Race, Afro-Cuban Movements	D2L Slocum and Thomas (2003) OR De La Fuente (2008) OPTIONAL Anderson (2014) Chapter 12	Group 4 Leads
11/15	Comparative Studies in South Asia, Africa, and the Middle East: Women's Rights Talks in Syria	D2L Ferguson (2015) OPTIONAL Anderson (2014) Chapter 10 and 11	Group 5 Leads
<b>WEEK 12: WRITING WORKSHOPS FOR INTERNATIONAL STUDIES LITERATURE REVIEW</b>			
11/20	Writing Workshop for Literature Review Part I	BRING Digital File of Literature Review Draft	<b>QUIZ 3 MEET CPS 107</b>
11/22	Writing Workshop for Literature Review Part II	BRING Digital File of Literature Review	<b>CPS 107</b>
<b>WEEK 13: WRITING, PEER EDITING, AND SELF-ASSESSMENT</b>			
11/27	Writing Workshop for Literature Review Part III	BRING Digital File of Literature Review	<b>CPS 107</b>
11/29	Peer Editing and Self-Assessment	BRING/PRINT Draft of Literature Review	<b>CPS 107 DUE Literature Review 11/30 11PM</b>
<b>WEEK 14: GLOBAL POP CULTURE, 1990S JAPAN</b>			
12/4	Global Pop Culture and <i>Shall We Dance?</i> (1996)	Film in Class	

12/6	Cross-Cultural Hegemonic Masculinity in a Japanese Pop Cultural Film	Charlebois (2009) Film in Class	
<b>WEEK 15: REFLECTING ON INTERDISCIPLINARY APPROACHES TO INTERNATIONAL STUDIES</b>			
12/11	Intercultural Effectiveness Re-Assessment	UPDATE and PRINT SPIN Co-Curricular Vita for Credit	IES Final Self-Assessment DUE D2L Dropbox 12/12 11PM
12/13	Embodying Global Citizenship and Integrating Interdisciplinarity		Individual Paper Sessions

**Final Examination: Literature Review DUE in D2L Dropbox Friday Dec. 15 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.**



**STAND FOR  
FULBRIGHT**



<http://fulbright.org/advocacy/standforfulbright/>

**The Fulbright Program is facing an existential threat: The Administration has submitted a budget that would result in a 47% cut to the Fulbright Program for Fiscal Year 2018.**

**We have stood for Fulbright — and it’s working. But there is more to do, and we need your help.**

**When the Administration proposed a budget that would result in a 47% cut to the Fulbright Program, we stood together.** Over 11,000 members and friends of Fulbright signed a petition urging full funding for the Program. You contacted over 95% of members of the House and Senate — an amazing testimony to your passion and engagement, and to our community’s geographic reach. You should be proud of your contribution and our success. But our work is not yet done!

**In July, the House Appropriations Committee endorsed Fulbright funding at the \$236 million level.** This rejection of the proposed 47% cut — which would have devastated the Program — is good news. But it still falls short of our request of \$250 million, which is needed to restore the buying power of grants.

**On September 7, the Senate Appropriations Committee will consider the future of the Fulbright Program.** We need a bipartisan coalition of Senators to vote for full funding, and to get there, we need your help to remind Senators of the positive impact of the Fulbright Program worldwide.

**We also face a new, unexpected challenge: The House Appropriations Committee has voted to eliminate the Fulbright-Hays Program entirely. We must act!** For years, when the Fulbright Association has advocated for the “Fulbright Program,” we have been defending the flagship exchange program administered by the State Department. The Fulbright-Hays Program, created in 1961, funds research and training experiences for university faculty, K-12 teachers, and others to strengthen instruction in foreign languages, cultural understanding, and international studies. Costing a modest \$7.1 million per year, the program supports nearly 600 participants who then directly internationalize schools and institutions of higher education nationwide. **The elimination of Fulbright-Hays would be a terrible loss to U.S. international education.**

**The Senate Appropriations Committee will debate on September 7, so we urge you to contact your Senators immediately!**