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APR 27 2016

OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS &amp; SCIENCES

Date Submitted: 4/22/2016

1b. Department/Division: International Studies Program

1c. Contact Person

Name: Susan Roberts

Email: sueroberts@uky.edu

Phone: 257 2399

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Global Dynamics

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: INT 200

2c. Full Title: Introduction to International Studies

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

**2j. Course Description for Bulletin:** An introduction to the interdisciplinary field of International Studies, including the main thematic emphases and approaches that characterize the field and the International Studies major at the University of Kentucky. Emphasis is placed on the relations between people and places across the globe. Students will be exposed to a variety of theories and methods that help in understanding the challenges that face people and nations in the global milieu. Furthermore, this course explores theoretical foundations for analyzing the ways in which the world's economies, politics, and societies change. The course will explore key global issues through different perspectives, using concepts drawn from the social sciences and the humanities. Case studies will be used selectively to allow students to develop skills in critical analysis of international phenomena and processes, and to strengthen the ability to bring an international perspective to bear on key issues.

**2k. Prerequisites, if any:** Students are strongly encouraged to take this course in the first semester as an International Studies Major requirement.

**2l. Supplementary Teaching Component:**

**3. Will this course taught off campus?** No

If YES, enter the off campus address:

**4. Frequency of Course Offering:** Spring,

Will the course be offered every year?: Yes

If No, explain:

**5. Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

**6. What enrollment (per section per semester) may reasonably be expected?:** 40-50

**7. Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

**8. Check the category most applicable to this course:** Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

**9. Course Relationship to Program(s).**

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: BA International Studies

**10. Information to be Placed on Syllabus.**

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ACSI222|Anna C Harmon|INT 200 NEW College Review|20160323

SIGNATURE|TMUTE2|Tad Mutersbaugh|INT 200 NEW UKCEC Expert Review|20160326

SIGNATURE|JMETT2|Joanie Ett-Mims|INT 200 NEW UKCEC Review|20160427

SIGNATURE|JMETT2|Joanie Ett-Mims|INT 200 NEW Undergrad Council Review|20160427

## New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate F

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
<a href="#">Delete</a> 6214	Global Dynamics Course Review Form INT 200 Feb 201
<a href="#">Delete</a> 6756	INT 200 syllabus (revised 4-22-16).doc

(\*denotes required fields)

1. General Information

- a. \* Submitted by the College of:  Submission Date: 4/22/2016
- b. \* Department/Division:
- c.
- \* Contact Person Name: Susan Roberts Email: sueroberts@uky.edu Phone: 257 2399
- \* Responsible Faculty ID (if different from Contact): Email: Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>
- e.
- Should this course be a UK Core Course?  Yes  No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes<sup>1</sup>  No
- b. \* Prefix and Number: INT 200
- c. \* Full Title: Introduction to International Studies
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
- |  |  |                                 |                                 |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory <sup>1</sup> | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study      | <input type="text"/> Clinical                | <input type="text"/> Colloquium | <input type="text"/> Practicum  |
| <input type="text"/> Research          | <input type="text"/> Residency               | <input type="text"/> Seminar    | <input type="text"/> Studio     |
| <input type="text"/> Other             | If Other, Please explain:                    |                                 |                                 |
- g. \* Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. \* Number of credits: 3
- i. \* Is this course repeatable for additional credit?  Yes  No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

An introduction to the interdisciplinary field of International Studies, including the main thematic emphases and approaches that characterize the field and the International Studies major at the University of Kentucky. Emphasis is placed on the relations between people and places across the globe. Students will be exposed to a variety of theories and methods that help in understanding the challenges that face people and nations in the global milieu. Furthermore, this course explores theoretical foundations for analyzing the ways in which the world's economies, politics, and societies change. The course will explore key global issues through different perspectives, using concepts drawn from the social sciences and the humanities. Case studies will be used selectively to allow students to develop skills in critical analysis of international phenomena and processes, and to strengthen the ability to bring an international perspective to bear on key issues.

## k. Prerequisites, if any:

Students are strongly encouraged to take this course in the first semester as an International Studies Major requirement.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 40-50

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement<sup>5</sup> for ANY program?  Yes  No

If YES<sup>5</sup>, list affected programs::

BA International Studies

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

<sup>5</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>6</sup> The chair of the cross-listing department must sign off on the Signature Routing Log

- ▣ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, are two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ▣ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ▣ In order to change a program, a program change form must also be submitted.

Rev 8/09

**Course Review Form  
Global Dynamics**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** INT 200 Introduction to International Studies

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:  
p.2

Brief Description:  
Assignments # 1,2, and 4.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:  
p.2

Brief Description:  
Assignment #1. Students will do different assignments that entail the use of critical thinking skills to analyze examples of international issues such as toxic waste trade, drugs, and weapons. The assignments will pose a series of questions regarding the complexities underlying the economic and the ethical responsibilities of those living in toxic waste, drugs and weapons exporting countries.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:  
p.2

Brief Description:  
Assignment #4. Students will work as groups to present different dimensions of selected recent or on-going wars such as those in Afghanistan, Iraq, and civil war in Syria, Libya, Ukraine, Yemen, and South Sudan. Students will identify and analyze the issues and various factors causing these wars, and the specific decision making that led to the US involvement in these wars.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21<sup>st</sup> century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:  
p.2



Brief Description:

Assignment #2. Students will choose one non-North American country and provide a structured summary of key social and cultural features of this country's population. They will then compare these observations to the situation in neighboring countries.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

p.2.

Brief Description:

Assignments #1 and 4.(see above)

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:

Entire course

Brief description:

See the readings, lectures, and assignments.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

p.2.

Brief description:

Any 2 of the five assignments (each worth 10% of the overall course grade).

The non-US focus constitutes at least 50% of the course.

Brief Description:

The entire course is about global dynamics. It is not a US focussed course, though the US role in the world will be discussed. The overwhelming focus is on non-North American regions.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

p.2

Brief description:

Assignment #3. Students will do a library assignment that will follow a class session with a UK Librarian. This will entail using a variety of materials (from specified types) and practicing academic reference and citation styles.

Reviewer Comments:

**INT 200/A&S 100: Introduction to International Studies**  
**Class days/time/location: TBA**

**Instructor:** Dr. Xxx Xxx  
**Office Address:** XXXX Patterson Office Tower  
**Email:** XXXX@uky.edu  
**Office Phone:** 257-XXXX  
**Office hours:** xxdays, 9-12 noon.

### **Course Description**

An introduction to the interdisciplinary field of International Studies, including the main thematic emphases and approaches that characterize the field and the International Studies major at the University of Kentucky. Emphasis is placed on the relations between people and places across the globe. Students will be exposed to a variety of theories and methods that help in understanding the challenges that face people and nations in the global milieu. Furthermore, this course explores theoretical foundations for analyzing the ways in which the world's economies, politics, and societies change. The course will explore key global issues through different perspectives, using concepts drawn from the social sciences and the humanities. Case studies will be used selectively to allow students to develop skills in critical analysis of international phenomena and processes, and to strengthen the ability to bring an international perspective to bear on key issues.

### **Course Objectives and Student Learning Outcomes**

By the completion of this course students will:

- Be able to define and describe the field of International Studies, and give examples of its principal components and different theoretical explanations for understanding and analyzing international issues and developing solutions for related problems.
- Be able to think critically about the strengths and weaknesses of theories and methods in the field, and learn how to apply these theoretical foundations to a range of historical and contemporary issues and events.
- Be able to demonstrate an understanding of the complexities and responsibilities of solving international issues such as immigration, war and terrorism, oppression and inequality.
- Be able to compare international issues such as poverty, terrorism, viruses and diseases, violence against women, urban problems, and immigration and how different governments deal with these issues. Be able to shed light on the connection between these problems at both the local and global levels.
- Be able to identify the major factors and players that lead to the emergence and persistence of conflict and peace in different parts of the world today (South Asia, Africa, the Middle East, South America...)

## **Prerequisites**

Students are strongly encouraged to take this course in the first semester as an International Studies Major requirement.

## **Required Materials**

Orend, Brian (2015) *An Introduction to International Studies*. Oxford University Press.

Supplemental materials will be made available on Canvas.

## **Course Format**

Lectures, class discussion, audio-visual media, in-class critical thinking exercises, guest lectures. Faculty who teach courses typically taken by International Studies majors will be invited to make short presentations.

## **Student Work and Assessment**

Students will have the opportunity to complete different types of learning tasks. There will be three examinations (two midterms and one final examination). These will be a mix of multiple choice, fill in the blanks, and short answer questions. They will not be cumulative, but each will cover one third of the course material.

Students will also complete five different take-home assignments. Each assignment will be discussed in class ahead of time, and detailed instructions and grading rubric will be made available. The deadlines for the submission of assignments are strict, and no late submissions will be graded.

## **Assignments (provisional)**

1. Students will do different assignments that entail the use of critical thinking skills to analyze examples of international issues such as toxic waste trade, drugs, and weapons. The assignments will pose a series of questions regarding the complexities underlying the economic and the ethical responsibilities of those living in toxic waste, drugs and weapons exporting countries.
2. Students will choose one non-North American country and provide a structured summary of key social and cultural features of this country's population. They will then compare these observations to the situation in neighboring countries.
3. Students will do a library assignment that will follow a class session with a UK Librarian. This will entail using a variety of materials (from specified types) and practicing academic reference and citation styles.
4. Students will work as groups to present different dimensions of selected recent or on-going wars such as those in Afghanistan, Iraq, and civil war in Syria, Libya, Ukraine, Yemen, and South Sudan. Students will identify and analyze the issues and various

factors causing these wars, and the specific decision making that led to the US involvement in these wars.

5. Students will write a reflective essay considering their own interests and how they match up with the International Studies major's thematic and regional areas of concentration. They will also create a provisional plan of study for their International Studies major that includes an Education Abroad experience, and an internship or other experiential education component.

## Grades

You will be provided with a mid term grade in compliance with University policies.

Your final course grade will be determined based on the following criteria:

<b>Exam1</b>	<b>75 points (15%)</b>
<b>Exam 2</b>	<b>75 points (15%)</b>
<b>Final Exam</b>	<b>100 points (20%)</b>
<b>Assignments (5 @ 50 pts)</b>	<b>250 points (50%)</b>
<hr/>	
<b>Total</b>	<b>500 points</b>

Students who earn 450 or more points will earn an A (90%+)  
Students who earn 400 to 449 points will earn a B (80-89%)  
Students who earn 350 to 399 points will earn a C (70-79%)  
Students who earn 300 to 349 points will earn a D (60-69%)  
Students who fail to earn at least 300 points will earn an E (less than 60%)

## Attendance Policy

T Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **Ethical Rules**

The University of Kentucky is dedicated not only to learning, research, and the advancement of knowledge, but also to the development of ethically sensitive and responsible persons. The university seeks to achieve these goals through sound educational programs and policies governing individual conduct that encourage independence and maturity. By accepting membership in this university, an individual joins a community characterized by free expression, free inquiry, honesty, respect for others, and participation in constructive change. All rights and responsibilities exercised within this academic environment shall be compatible with these principles. Acts of Academic Dishonesty are a breach of the student conduct code.

#### ***Dishonesty includes:***

1. Plagiarism: representing the work of another as one's own work. You are not allowed to copy or use someone else's work without giving them credit for it. I will also discuss the proper citation style in class. Plagiarized work WILL result in a grade of -0- for the assignment.
2. Preparing work for another that is to be used as that person's own work;
3. Cheating by any method or means;
4. Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research;
5. Knowingly furnishing false information to a university official relative to academic matters;
6. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.

You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. Also The Office of Academic Ombud Services (<http://www.uky.edu/Ombud>) helps you in the definition of plagiarism, how to avoid plagiarism, and UK's policy on academic honesty. You may also consult *Student Rights and Responsibilities, Part II, Section 6.3* (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on academic integrity.

### **Classroom Behavior, Decorum and Civility**

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please minimize distractions by not reading newspapers or carrying on conversations. Turn mobile phones off during class. Please help me maintain the most courteous environment by using a little peer pressure if necessary.

Keep in mind that we will engage in discussions on some interesting but controversial topics in this course. Therefore respect for others and their opinion is expected. Any disruption, disregard and lack of concern for others' opinion will not be tolerated.

You have to tell me in the beginning of the semester if you need to use your laptop to take notes.

Don't play with your cell phone or blackberry during the class, I prefer that you turn them off.

### **Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

## PROVISIONAL SCHEDULE

### **Week 1: Syllabus and Introduction to International studies major**

Reading TBA

### **Week 2: Part 1: Setting the World Stage**

Chapter 1: Core Concepts and Historical Context

Walker, Thomas C. 2008. Two Faces of Liberalism: Kant, Paine, and the Question of Intervention. *International Studies Quarterly* 52.

**Assignment 1**

### **Week 3: Core Concepts and Key Issues**

Shenila Khoja-Moolji. 2014. "Producing neoliberal citizens: critical reflections on human rights education in Pakistan." *Gender and Education*, 26(2): 103–118.

### **Week 4: Population and Environment**

Chapter 2: Population and Environment

Daniel Jordan Smith and Jennifer A. Johnson-Hanks. 2015. "Special Issue: Population and Development: Comparative Anthropological Perspectives." *Studies in Comparative International Development*, 50:433–454

**Assignment 2**

### **Week 5: Culture, Politics and Society**

Chapter 3: Comparative Culture, Politics and Society

Ivo Ritzer. 2015. "Mapping global forms, local materials and digital culture: towards a theory for comparative media studies." *Critical Arts: A South-North Journal of Cultural & Media Studies*.

Su, Li, Richard Miller, Jerevie Canlas, Tsui-Shan Li, Ying-Ling Hsiao, and Brian Willoughby. 2015. "A Cross-Cultural Study of Perceived Marital Problems in Taiwan and the United States." *Contemporary Family Therapy: An International Journal*, 37 (2):165-175.

### ***First Midterm Examination***

### **Week 6: International Political Relations**

Chapter 4: Foreign Policy and International Politics



Haack, Kirsten. 2014. "Breaking Barriers? Women's Representation and Leadership at the United Nations." *Global Governance*, 20(1): p37-54.

**UK Librarian visit**

### **Week 7: International Governance**

Chapter 5: International Law and Organization

Banwell, Stacy 2014. "Rape and sexual violence in the Democratic Republic of Congo: a case study of gender-based violence." *Journal of Gender Studies*, 23 (1): 45-58.

**Assignment 3**

### **Week 8: The Changing World Economy**

Chapter 6: International Trade and Business

Ekici, Behsat and Ali Unlui. 2013 "Increased Drug Trafficking from Iran." *Middle East Quarterly*, 20(4):41-48.

### **Week 9: War and Conflict - Causes**

Chapter 7: Armed Conflicts, causes and outbreak

Crenshaw, Martha. 1981. The Causes of Terrorism. *Comparative Politics* 13 (4): 379-99.

Bellamy, Alex J. 2011. Libya and the Responsibility to Protect: The Exception and the Norm. *Ethics & International Affairs* 25 (3):263-69.

**Assignment 4**

### **Week 10: War and Conflict continued**

Chapter 8: Armed Conflict, methods and aftermath

Horwitz, Steven and McPhillips, Michael J. 2013 "The Reality of the Wartime Economy." *Independent Review*, 17(3): 325-347.

Joyce A. Baptist , Yvonne Amanor-Boadu , Kevin Garrett, Briana S. Nelson Goff , Jonathan Collum ,Paulicia Gamble, Holly Gurss, Erin Sanders-Hahs, Lizette Strader, Stephanie Wick. 2011. "Military Marriages: The Aftermath of Operation Iraqi Freedom (OIF) and Operation Enduring Freedom (OEF) Deployments." *Contemporary Family Therapy: An International Journal*, (33):199–214.

### **Second Midterm Examination**

### **Week 11: Human Rights**

## Chapter 9: Human Rights

Ghatak, Sambuddha and E. Ike Udogu. 2012. "Human Rights Issues of Minorities in Contemporary India: a Concise Analysis." *Journal of Third World Studies*, 29(1): 203-230.

## **Week 12: The International Studies Major at UK**

### **Assignment 5**

## **Week 13: Global Health and Disease**

### Chapter 10: Global Public Health

Kenneth Maes, Svea Closser, Ethan Vorel, Yihnew Tesfaye. 2015. "A Women's Development Army: Narratives of Community Health Worker Investment and Empowerment in Rural Ethiopia" *Studies in Comparative International Development*, 50(4): 455-478

Dybul, Mark, Peter Piot, and Julio Frenk. 2012. "Reshaping Global Health." *Policy Review*, 173: 3-18

## **Week 14: Development**

### Chapter 11: International Aid and Development

Kane, Molly. 2013. "International NGOs and the Aid Industry: constraints on international solidarity." *Third World Quarterly*, 34(8):1505-1515.

## **Week 15: Wrap Up**

### Chapter 12: Conclusion

Keohane, Robert O. 1998. *International Institutions: Can Interdependence Work?* *Foreign Policy* (Spring).

## **Week 16: TBA**

Review for the final

## ***Final Examination***

**INT 200/A&S 100: Introduction to International Studies**  
**Class days/time/location: TBA**

**Instructor:** Dr. Xxx Xxx  
**Office Address:** XXXX Patterson Office Tower  
**Email:** XXXX@uky.edu  
**Office Phone:** 257-XXXX  
**Office hours:** xxdays, 9-12 noon.

### **Course Description**

An introduction to the interdisciplinary field of International Studies, including the main thematic emphases and approaches that characterize the field and the International Studies major at the University of Kentucky. Emphasis is placed on the relations between people and places across the globe. Students will be exposed to a variety of theories and methods that help in understanding the challenges that face people and nations in the global milieu. Furthermore, this course explores theoretical foundations for analyzing the ways in which the world's economies, politics, and societies change. The course will explore key global issues through different perspectives, using concepts drawn from the social sciences and the humanities. Case studies will be used selectively to allow students to develop skills in critical analysis of international phenomena and processes, and to strengthen the ability to bring an international perspective to bear on key issues.

### **Course Objectives and Student Learning Outcomes**

By the completion of this course students will:

- Be able to define and describe the field of International Studies, and give examples of its principal components and different theoretical explanations for understanding and analyzing international issues and developing solutions for related problems.
- Be able to think critically about the strengths and weaknesses of theories and methods in the field, and learn how to apply these theoretical foundations to a range of historical and contemporary issues and events.
- Be able to demonstrate an understanding of the complexities and responsibilities of solving international issues such as immigration, war and terrorism, oppression and inequality.
- Be able to compare international issues such as poverty, terrorism, viruses and diseases, violence against women, urban problems, and immigration and how different governments deal with these issues. Be able to shed light on the connection between these problems at both the local and global levels.
- Be able to identify the major factors and players that lead to the emergence and persistence of conflict and peace in different parts of the world today (South Asia, Africa, the Middle East, South America...)

## **Prerequisites**

Students are strongly encouraged to take this course in the first semester as an International Studies Major requirement.

## **Required Materials**

Orend, Brian (2015) *An Introduction to International Studies*. Oxford University Press.

Supplemental materials will be made available on Canvas.

## **Course Format**

Lectures, class discussion, audio-visual media, in-class critical thinking exercises, guest lectures. Faculty who teach courses typically taken by International Studies majors will be invited to make short presentations.

## **Student Work and Assessment**

Students will have the opportunity to complete different types of learning tasks. There will be three examinations (two midterms and one final examination). These will be a mix of multiple choice, fill in the blanks, and short answer questions. They will not be cumulative, but each will cover one third of the course material.

Students will also complete five different take-home assignments. Each assignment will be discussed in class ahead of time, and detailed instructions and grading rubric will be made available. The deadlines for the submission of assignments are strict, and no late submissions will be graded.

## **Assignments (provisional)**

1. Students will do different assignments that entail the use of critical thinking skills to analyze examples of international issues such as toxic waste trade, drugs, and weapons. The assignments will pose a series of questions regarding the complexities underlying the economic and the ethical responsibilities of those living in toxic waste, drugs and weapons exporting countries.
2. Students will choose one non-North American country and provide a structured summary of key social and cultural features of this country's population. They will then compare these observations to the situation in neighboring countries.
3. Students will do a library assignment that will follow a class session with a UK Librarian. This will entail using a variety of materials (from specified types) and practicing academic reference and citation styles.
4. Students will work as groups to present different dimensions of selected recent or on-going wars such as those in Afghanistan, Iraq, and civil war in Syria, Libya, Ukraine, Yemen, and South Sudan. Students will identify and analyze the issues and various

factors causing these wars, and the specific decision making that led to the US involvement in these wars.

5. Students will write a reflective essay considering their own interests and how they match up with the International Studies major's thematic and regional areas of concentration. They will also create a provisional plan of study for their International Studies major that includes an Education Abroad experience, and an internship or other experiential education component.

## Grades

You will be provided with a mid term grade in compliance with University policies.

Your final course grade will be determined based on the following criteria:

<b>Exam1</b>	<b>75 points (15%)</b>
<b>Exam 2</b>	<b>75 points (15%)</b>
<b>Final Exam</b>	<b>100 points (20%)</b>
<b>Assignments (5 @ 50 pts)</b>	<b>250 points (50%)</b>
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<b>Total</b>	<b>500 points</b>

Students who earn 450 or more points will earn an A (90%+)  
Students who earn 400 to 449 points will earn a B (80-89%)  
Students who earn 350 to 399 points will earn a C (70-79%)  
Students who earn 300 to 349 points will earn a D (60-69%)  
Students who fail to earn at least 300 points will earn an E (less than 60%)

## Attendance Policy

T Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **Ethical Rules**

The University of Kentucky is dedicated not only to learning, research, and the advancement of knowledge, but also to the development of ethically sensitive and responsible persons. The university seeks to achieve these goals through sound educational programs and policies governing individual conduct that encourage independence and maturity. By accepting membership in this university, an individual joins a community characterized by free expression, free inquiry, honesty, respect for others, and participation in constructive change. All rights and responsibilities exercised within this academic environment shall be compatible with these principles. Acts of Academic Dishonesty are a breach of the student conduct code.

#### ***Dishonesty includes:***

1. Plagiarism: representing the work of another as one's own work. You are not allowed to copy or use someone else's work without giving them credit for it. I will also discuss the proper citation style in class. Plagiarized work WILL result in a grade of - 0- for the assignment.
2. Preparing work for another that is to be used as that person's own work;
3. Cheating by any method or means;
4. Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research;
5. Knowingly furnishing false information to a university official relative to academic matters;
6. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.

You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. Also The Office of Academic Ombud Services (<http://www.uky.edu/Ombud>) helps you in the definition of plagiarism, how to avoid plagiarism, and UK's policy on academic honesty. You may also consult *Student Rights and Responsibilities, Part II, Section 6.3* (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on academic integrity.

### **Classroom Behavior, Decorum and Civility**

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please minimize distractions by not reading newspapers or carrying on conversations. Turn mobile phones off during class. Please help me maintain the most courteous environment by using a little peer pressure if necessary.

Keep in mind that we will engage in discussions on some interesting but controversial topics in this course. Therefore respect for others and their opinion is expected. Any disruption, disregard and lack of concern for others' opinion will not be tolerated.

You have to tell me in the beginning of the semester if you need to use your laptop to take notes.

Don't play with your cell phone or blackberry during the class, I prefer that you turn them off.

### **Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

## PROVISIONAL SCHEDULE

### **Week 1: Syllabus and Introduction to International studies major**

Reading TBA

### **Week 2: Part 1: Setting the World Stage**

Chapter 1: Core Concepts and Historical Context

Walker, Thomas C. 2008. Two Faces of Liberalism: Kant, Paine, and the Question of Intervention. *International Studies Quarterly* 52.

**Assignment 1**

### **Week 3: Core Concepts and Key Issues**

Shenila Khoja-Moolji. 2014. "Producing neoliberal citizens: critical reflections on human rights education in Pakistan." *Gender and Education*, 26(2): 103–118.

### **Week 4: Population and Environment**

Chapter 2: Population and Environment

Daniel Jordan Smith and Jennifer A. Johnson-Hanks. 2015. "Special Issue: Population and Development: Comparative Anthropological Perspectives." *Studies in Comparative International Development*, 50:433–454

**Assignment 2**

### **Week 5: Culture, Politics and Society**

Chapter 3: Comparative Culture, Politics and Society

Ivo Ritzer. 2015. "Mapping global forms, local materials and digital culture: towards a theory for comparative media studies." *Critical Arts: A South-North Journal of Cultural & Media Studies*.

Su, Li, Richard Miller, Jerevie Canlas, Tsui-Shan Li, Ying-Ling Hsiao, and Brian Willoughby. 2015. "A Cross-Cultural Study of Perceived Marital Problems in Taiwan and the United States." *Contemporary Family Therapy: An International Journal*, 37 (2):165-175.

### ***First Midterm Examination***

### **Week 6: International Political Relations**

Chapter 4: Foreign Policy and International Politics



Haack, Kirsten. 2014. "Breaking Barriers? Women's Representation and Leadership at the United Nations." *Global Governance*, 20(1): p37-54.

**UK Librarian visit**

**Week 7: International Governance**

Chapter 5: International Law and Organization

Banwell, Stacy 2014. "Rape and sexual violence in the Democratic Republic of Congo: a case study of gender-based violence." *Journal of Gender Studies*, 23 (1): 45-58.

**Assignment 3**

**Week 8: The Changing World Economy**

Chapter 6: International Trade and Business

Ekici, Behsat and Ali Unlui. 2013 "Increased Drug Trafficking from Iran." *Middle East Quarterly*, 20(4):41-48.

**Week 9: War and Conflict - Causes**

Chapter 7: Armed Conflicts, causes and outbreak

Crenshaw, Martha. 1981. The Causes of Terrorism. *Comparative Politics* 13 (4): 379-99.

Bellamy, Alex J. 2011. Libya and the Responsibility to Protect: The Exception and the Norm. *Ethics & International Affairs* 25 (3):263-69.

**Assignment 4**

**Week 10: War and Conflict continued**

Chapter 8: Armed Conflict, methods and aftermath

Horwitz, Steven and McPhillips, Michael J. 2013 "The Reality of the Wartime Economy." *Independent Review*, 17(3): 325-347.

Joyce A. Baptist , Yvonne Amanor-Boadu , Kevin Garrett, Briana S. Nelson Goff , Jonathan Collum ,Paulicia Gamble, Holly Gurs, Erin Sanders-Hahs, Lizette Strader, Stephanie Wick. 2011. "Military Marriages: The Aftermath of Operation Iraqi Freedom (OIF) and Operation Enduring Freedom (OEF) Deployments." *Contemporary Family Therapy: An International Journal*, (33):199-214.

**Second Midterm Examination**

**Week 11: Human Rights**

Chapter 9: Human Rights

Ghatak, Sambuddha and E. Ike Udogu. 2012. "Human Rights Issues of Minorities in Contemporary India: a Concise Analysis." *Journal of Third World Studies*, 29(1): 203-230.

**Week 12: The International Studies Major at UK**

**Assignment 5**

**Week 13: Global Health and Disease**

Chapter 10: Global Public Health

Kenneth Maes, Svea Closser, Ethan Vorel, Yihenuw Tesfaye. 2015. "A Women's Development Army: Narratives of Community Health Worker Investment and Empowerment in Rural Ethiopia" *Studies in Comparative International Development*, 50(4): 455-478

Dybul, Mark, Peter Piot, and Julio Frenk. 2012. "Reshaping Global Health." *Policy Review*, 173: 3-18

**Week 14: Development**

Chapter 11: International Aid and Development

Kane, Molly. 2013. "International NGOs and the Aid Industry: constraints on international solidarity." *Third World Quarterly*, 34(8):1505-1515.

**Week 15: Wrap Up**

Chapter 12: Conclusion

Keohane, Robert O. 1998. *International Institutions: Can Interdependence Work?* *Foreign Policy* (Spring).

**Week 16: TBA**

Review for the final

***Final Examination***