

# Introduction to International and Global Studies

IGS 10a  
SUMMER 2023

## Instructor

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## Course Description

This course provides a systematic introduction to the interdisciplinary program in International and Global Studies (IGS). Although IGS 10a serves as the foundation course for an IGS major or minor, it is intended be a general liberal arts course—of interest to anyone seeking a better understanding of the processes and problems of the contemporary world.

## Course Outcomes

After taking this course, each student will be able to:

- Recognize the historical roots of contemporary globalization, especially the role of European imperialism and nationalism;
- Identify the connection between culture and political and economic institutions;
- Explain the role of major international financial and economic institutions and practices.

## Prerequisites

- There are no prerequisites for the class.

## Required Texts

- Lechner, Frank J. and Boli, John. *The Globalization Reader*. 5th ed. (Wiley, 2014.)
- Baylis, John and Smith, Steve. *The Globalization of World Politics*. 6<sup>th</sup> ed. (Oxford UP, 2014). You may use later editions; this is the one on the library site and chapters on the syllabus correspond to this edition.

Online versions of both books are available on the course Latte site.

## Online Course Content

This course will be conducted partially online using Brandeis' LATTE site, available at

<https://moodle2.brandeis.edu>. The site contains the course syllabus, assignments, discussion forums, and learning materials. Discussions and exercises will be held in person.

## Grading Criteria

Component	Description	% of Final Grade
Five short tests	About every other week you will have two essays to write.	60
Latte lessons	Credit given for completing all Latte lessons. You may take each test up to five times; your highest score will be averaged into your grade.	20
Latte Forums, attendance, and participation	Comments in class and online reflecting opinion and evaluations.	20

## Course Schedule

<b>Week 1: June 5-9      Introductions and Early Globalization</b>	
Objectives	Introduce students, professor, and material. Show the legacy of European imperialism in contemporary globalization.
Learning Materials	Friedman, Tom. <u>It's a Flat World After All</u> . Spiegel, pp. 155-169
Participation Activity	Before you do the reading of the week, please post a brief statement on the Voicethread on Latte telling us a little about yourself and a strong personal impression you have had of globalization.
Assignments	On the Forum page, please write a short statement about where you have seen the legacy of European imperialism in the modern world.

<b>Week 2: June 12-16 Imperialism and Nationalism</b>	
Objectives	<p>Identify the difference between the way nationalism spread in the Western and Eastern hemispheres.</p> <p>Compare what nationalists in India and China hoped to achieve by transforming their ancient civilizations.</p>
Learning Materials	<p>Spiegel, pp. 178-197.</p> <p>Baylis, Ch. 25: "Nationalism, National Self-Determination, and International Relations"</p> <p>Sun Yat-Sen, "Three Principles of the People," (pp. 240-7) and Jawaharlal Nehru, "The Discovery of India," (pp. 248-255) in <i>The Nationalism Reader</i>, (Humanity Books, 1995).</p>
Participation Activity	Discuss the difference between nationalism in Western Hemisphere and nationalism in Asia and Africa.
Assignments	Latte Lesson on facts of imperialism (must pass with 80 percent).

<b>Week 3: June 19-23 Liberal nationalism and the international order</b>	
Objectives	<p>Explain the World War II origins of international institutions such as the United Nations.</p> <p>Contrast the assumptions of liberalism and the assumptions of European imperialism and revisionism.</p> <p>Identify changes in liberal assumptions since the end of the Cold War.</p>
Learning Materials	<p>Baylis, Ch. 3 ("International History"), Ch. 4 ("From the End of the Cold War to a New Global Era?") and Ch. 20 ("The United Nations")</p> <p>Micklethwait &amp; Wooldridge, essay 1 ("The Hidden Promise") and Haidt, essay 76 ("Nationalism beats Globalism,") both in Lechner &amp; Boli</p>
Participation Activity	Discussion of post-World War II liberal nationalism and the end of the Cold War.
Assignments	<p>Latte Lesson on key facts of 20th century international history (must pass with 80 percent).</p> <p>Written test #1: answer two essay questions.</p>

<b>Week 4: June 26 – June 30      The Rise of China and India</b>	
Objectives	<p>Compare theories of contemporary world order, such as “clash of civilizations” and “the return of nationalism.”</p> <p>Assess ambitions of the current Chinese government.</p> <p>Assess changes in world order accompanying the rise of China and India.</p>
Learning Materials	<p>Baylis, Ch. 5 ("Rising Powers and the Emerging Global Order")</p> <p>Economist, “How The West Got China Wrong.”</p> <p>Economist, Briefing and leader on India, May 2022.</p>
Participation Activity	Assess fellow students’ contributions to Latte Forum.
Assignments	Contribute to Latte Forum on different theses about the changing character of the new world order with the rise of Asia.

<b>Week 5: July 3-7      Global Crises: Human Rights Violations</b>	
Objectives	<p>Distinguish among different definitions of human rights.</p> <p>Explain the success or failure of international interventions in Somalia, Rwanda, Bosnia, and Kosovo.</p>
Learning Materials	<p>Baylis, Ch. 30 (“Human Rights”)</p> <p>Baylis, Ch. 31 ("Humanitarian Intervention")</p>
Participation Activity	Debate how the rise of new powers has affected international action on security concerns and human rights violations.
Assignments	Written test #2. Answer two essay questions.

<b>Week 6: July 10-14      Culture and Society, Intro to Religion</b>	
Objectives	<p>Explain the “social-construction” theory of politics.</p> <p>Learn foundations of Christian belief.</p> <p>Identify historical milestones in emergence of different Christian traditions (esp. Catholic and Protestant) and of European secularism.</p>

Learning Materials	Samuel Huntington, essay 5 ("A Clash of Civilizations?") in Lechner & Boli.  Prothero, "Christianity," from <i>God Is Not One</i> .
Participation Activity	Online discussion of cultural influences students identify in own societies.
Assignments	Latte lesson on social theory and Christian beliefs. (must pass with 80 percent).

<b>Week 7: July 17-21      Global Religions: Christianity and Islam, cont.</b>	
Objectives	Explore contemporary Christianity: explain the key tenets of Islam.  Compare the impact of secular nationalism on both religious communities.  Distinguish between religions and political use of the religions.
Learning Materials	Jenkins, essay 54 ("The Christian Revolution,"), and Casanova, essay 56 ("Globalizing Catholicism") in Lechner, and Boli.  Prothero, "Islam," from <i>God Is Not One</i> .  Kurzman, essay 52 ("Bin Laden and Other...") and Roy, essay 53 ("Globalized Islam") in Lechner, and Boli.
Participation Activity	Discuss contemporary news stories about Christianity and Islam.
Assignments	Latte Lesson on key points of Christian and Islamic doctrine. (must pass with 80 percent).  Written test #3. Answer two essay questions.

<b>Week 8: July 24-28      Global Culture: Hollywood and Bollywood</b>	
Objectives	Understand cultural hybridization through example of Indian political and popular culture.
Learning Materials	Prothero, "Hinduism," from <i>God Is Not One</i> . Cowen, essay 51 ("Why Hollywood Rules...") in Lechner and Boli.  Tyrell, essay 50 ("Bollywood vs. Hollywood") in Lechner and Boli.
Participation Activity	Discussion: Hollywood and Bollywood.
Assignments	Watch Bollywood film <i>Lagaan</i> <b>before class</b> .

<b>Week 9: July 30-Aug. 4      Global Culture: East Asian Political and Popular Culture</b>	
Objectives	Understand political and popular culture in the “Confucian” world.
Learning Materials	<p>Prothero, "Confucianism," from <i>God Is Not One</i>.</p> <p>Neil A. Englehart, “Rights and Culture in the Asian Values Argument: The Rise and Fall of Confucian Ethics in Singapore.” <i>Human Rights Quarterly</i>, Vol. 22, No. 2 (May, 2000), pp. 548-568.</p> <p>Shim, essay 48 (“The Rise of Korean Popular Culture”) in Lechner &amp; Boli.</p>
Participation Activity	Watch film “Parasite” and comment in VoiceThread.
Assignments	<p>Latte quiz on global film culture (must pass with 80 percent).</p> <p>Written test #4: write two essays.</p>

<b>Week 10: Aug. 5-9      Global Trade, Foreign Direct Investment, Workers’ Rights</b>	
Objectives	<p>Evaluate the relative benefits of free trade for poor and wealthy countries.</p> <p>Compare examples of beneficial and exploitative foreign direct investment.</p>
Learning Materials	<p>Baylis, Ch. 27. "Global Trade and Global Finance."</p> <p>BBC Profile: World Trade Organization</p> <p>Bhagwati, Ch. 8 &amp; 10.</p> <p>Stiglitz, Ch. 3.</p> <p>TED talk: Leslie Chang on Chinese factory workers</p>
Participation Activity	Debate global labor standards vs. national sovereignty.
Assignment	Written test #5: answer two short essay questions.



## Grading Standards

All work will be graded based on Brandeis University's A-E scale. I will provide rubrics to help you understand how each assignment is evaluated.

A High Distinction

B Distinction

C Satisfactory

D Passing, but Unsatisfactory

E Failure

## Course Policies and Procedures

### Academic Integrity

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. Infringement of academic honesty by a student subjects that student to serious penalties, which may include failure on the assignment, failure in the course, suspension from the University or other sanctions (see section 20 of R&R). Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. A student who is in doubt regarding standards of academic honesty as they apply to a specific course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. Allegations of alleged academic dishonesty will be forwarded to the Department of Student Rights and Community Standards. Citation and research assistance can be found at [Brandeis Library Guides - Citing Sources](#).

## Student Support

### Accommodations

Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, I want to support you. In order to provide test accommodations, I need the letter more than 48 hours in advance. I want to provide your accommodations, but cannot do so retroactively. If you have questions about documenting a disability or requesting accommodations, please contact [Student Accessibility Support \(SAS\)](#) at 781.736.3470 or [access@brandeis.edu](mailto:access@brandeis.edu).

### Financial Barriers

If you are having difficulty purchasing course materials, please make an appointment with your Student Financial Services or Academic Services advisor to discuss possible funding options and/or textbook alternatives.

### Research and Software Help



[The Brandeis Library](#) collections and staff offer resources and services to support Brandeis students, faculty and staff. These include workshops, consultations, collaboration, materials and instruction on emerging trends in technologies such as machine learning, emerging trends in research such as data visualization, and emerging trends in scholarship such as open access. Librarians at the Circulation Desk, Research Help Desk, Archives & Special Collections, Sound & Image Media Studios, MakerLab, AutomationLab, and Digital Scholarship Lab are available to help you.

## Other Campus Resources

Brandeis University is committed to supporting all our students so they can thrive. The following resources are available to help with the many academic and non-academic factors that contribute to student success (finances, health, food supply, housing, mental health counseling, academic advising, physical and social activities, etc.). Please explore the many links on this [Support at Brandeis](#) page to find out more about the resources that Brandeis provides to help you and your classmates to achieve success.