

Introduction to International and Global Studies

IGS 10a

June 1 - August 9, 2020

Instructor

Chandler Rosenberger

Office Hours: Tues. and Thursday, 10-noon

Email: crose@brandeis.edu

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 to 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*. 7th ed. (Oxford UP, 2017).
- Stiglitz, Joseph. *Making Globalization Work*. (Norton, 2009).
- Bhagwati, Jagdish. *In Defense of Globalization*. (Oxford, 2007).

Online Course Content

This course will be conducted entirely online using Brandeis' LATTE site, available at <https://moodle2.brandeis.edu>. The site contains the course syllabus, assignments, discussion forums, and learning materials. The course will run from Monday through Sunday for 10 weeks.

Course Schedule

Week 1:		Introductions and Early Globalization
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	Introductions via initial voice thread. Discuss the nature of globalization and the legacy of imperialism by posting and reviewing "I believe globalization is..." statements in Latte Forum.	
Assignments	Short biography and reason for interest in the class. Short statement: "I believe globalization is..." (after reading Friedman)	

Week 2:		Imperialism and Nationalism
Objectives	Identify the difference between the way nationalism spread in the Western and Eastern hemispheres. Compare what nationalists in India and China hoped to achieve by transforming their ancient civilizations.	
Learning Materials	Spiegel, pp. 178-197. Baylis, Ch. 27: "Nationalism, National Self-Determination, and International Relations" 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).	
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).

Week 3: Liberal nationalism and the international order	
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. 21 ("The United Nations")</p> <p>Micklethwait & Wooldridge, essay 1 ("The Hidden Promise") and Sen, essay 2 ("How to Judge Globalism,") both in Lechner & Boli</p> <p>Baylis, Ch. 5 ("Rising Powers and the Emerging Global Order")</p>
Participation Activity	Forum discussion of post-World War II liberal nationalism and the end of the Cold War.
Assignments	Latte Lesson on key facts of 20th century international history (must pass with 80 percent).

Week 4: The Rise of China and India	
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>Samuel Huntington, essay 5 ("A Clash of Civilizations?") in Lechner & Boli.</p> <p>Alyssa Ayres, "Will India Start Acting Like a Global Power? New Delhi's New Role". <i>Foreign Affairs</i>, Volume 96 Number 6, November / December 2017</p>

	Economist, "How The West Got China Wrong." G. John Ikenberry, "The Plot Against American Foreign Policy: Can the Liberal Order Survive?" <i>Foreign Affairs</i> , May/June 2017
Participation Activity	Assess fellow students' contributions to Latte Forum.
Assignments	Contribute to Latte Forum on different theses about the character of the new world order.

Week 5	Global Crises: Nuclear Proliferation and Human Rights Violations
Objectives	Identify key international institutions and treaties designed to prevent the spread of weapons of mass destruction. Distinguish among different definitions of human rights. Explain the success or failure of international interventions in Somalia, Rwanda, Bosnia, and Kosovo.
Learning Materials	Baylis, Ch. 31 ("Human Rights") Baylis, Ch. 32 ("Humanitarian Intervention") Baylis, Ch. 29 ("Proliferation of Weapons of Mass Destruction")
Participation Activity	Debate how the rise of new powers has affected international action on nuclear proliferation and human rights violations. Review for first test.
Assignments	First test (on Latte).

Week 6	Culture and Society, Intro to Religion
Objectives	Explain the "social-construction" theory of politics. Learn foundations of Christian belief. Identify historical milestones in emergence of different Christian traditions (esp. Catholic and Protestant) and of European secularism.
Learning Materials	Simon Murden, "Culture in World Affairs," in previous edition of Baylis. Barber, essay 4 ("Jihad vs. MacWorld") in Lechner and 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.

Week 7		Global Religions: Christianity and Islam, cont.
Objectives	<p>Explain the key tenets of Islam.</p> <p>Compare the impact of secular nationalism on both religious communities.</p> <p>Distinguish between religions and political use of the religions.</p>	
Learning Materials	<p>Jenkins, essay 54 ("The Christian Revolution,"), and Casanova, essay 56 ("Globalizing Catholicism") in Lechner, and Boli.</p> <p>Prothero, "Islam," from <i>God Is Not One</i>.</p> <p>Kurzman, essay 52 ("Bin Laden and Other...") and Roy, essay 53 ("Globalized Islam") in Lechner, and Boli.</p>	
Participation Activity	Discuss the relative comfort with secularism of Christianity and Islam.	
Assignments	Latte Lesson on key points of Christian and Islamic doctrine.	

Week 8		Global Culture: Hollywood and Bollywood
Objectives	Understand reactions to Western secular popular culture	
Learning Materials	<p>Cowen, essay 51 ("Why Hollywood Rules...") in Lechner and Boli.</p> <p>Tyrell, essay 50 ("Bollywood vs. Hollywood") in Lechner and Boli.</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 ("Hybridity and the Rise of Korean Popular Culture") in Lechner & Boli.</p> <p>Bollywood film <i>Lagaan</i> (in library's online video archive).</p>	
Participation Activity	Latte Forum on issues in culture and politics.	

Assignments	Second test.
-------------	--------------

Week 9		Global Finance
Objectives	<p>Compare benefits and problems of appreciation and depreciation of national currencies.</p> <p>Compare the goals, accomplishments and issues of the International Monetary Fund and the World Bank.</p> <p>Explain how speculators exploit weak currencies.</p>	
Learning Materials	<p>Baylis, Ch. 16. "Global Political Economy"</p> <p>BBC Profile, "IMF and World Bank"</p> <p>Bhagwati, Ch. 13.</p> <p>Stiglitz, Ch. 8.</p>	
Participation Activity	In online forum, debate merits and flaws of IMF and World Bank.	
Assignments	Latte Lesson on IMF and World Bank (must pass with 80 percent).	

Week 10		Global Trade and Foreign Direct Investment
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. 28. "Global Trade and Global Finance."</p> <p>BBC Profile: World Trade Organization</p> <p>Bhagwati, Ch. 8 & 10.</p> <p>Stiglitz, Ch. 3.</p>	
Participation Activity	Role play responses to tragedies in the Bangladeshi garment industry.	

Assignments	Latte Forum: critical evaluation of Bangladeshi garment industry.
-------------	---

Grading Criteria

Component	Description	% of Final Grade	Aligned Outcome
First test	Untimed, open book short answers on international history.	20	
Second test	Untimed, open book short essays on culture.	20	
Latte Lessons	Untimed, repeatable quizzes.	30	
Latte Forums	Comments reflecting opinion and evaluations.	30	

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 of requesting accommodations, please contact [Student Accessibility Support \(SAS\)](#) at 781.736.3470 or 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.