IS-200-02 “Introduction to International Studies”
Jesse Crane-Seeber, Ph.D.
Monday & Wednesday: 4:30PM - 5:45PM
0B100B Alexander Global Village

Email: jesse_crane_seeber@ncsu.edu
Office: 1911 Building, 107-D (across the hall from Interdisciplinary Studies)
Office hours: Monday and Wednesday from 1:30-2:30pm, and by appointment.

Course description:
This course is an introduction to the evolving interdisciplinary field of International Studies, which draws from a wide range of disciplines such as social anthropology, cultural geography, development studies, political science, area studies, history, etc. Over the course of the semester, students will examine the evolution of the global political and economic system with a focus on various themes: for example, the history of the nation-state system as we know it, economic and cultural relationships between peoples, religion in transnational politics, environmental change, “globalization” as a concept and a set of processes, and the effects of colonialism and power politics.

As the first course in the International Studies program, this Introduction to International Studies course (IS 200) provides students with a knowledge base and conceptual vocabulary about International Studies. As such, there are no prerequisites for this course. This course serves as a required gateway class for undergraduate students who intend to major or minor in International Studies. It also counts as an 'Interdisciplinary Perspectives' class in the General Education Program (GEP) and fulfills the Global Knowledge co-requisite.

Please note that this is a “green” course, meaning I am trying to minimize the amount of waste we generate. I won’t collect assignments on paper, won’t return them on paper, and do as much as possible electronically. Please be as “green” as you can by bringing your water/coffee to class in a reusable bottle/mug, reading articles online, etc.

Expectations of students:
While many courses assign so much material that skimming or selective reading becomes an important survival strategy, this course is designed with a manageable reading load. The tradeoff is that every student should complete all of the assigned reading every class. As this course will be convened as a seminar, attendance and preparation will be essential to individual and collective success. By preparing for class, you will be ready to engage in conversation and thoughtful debate with the rest of us. There is no reason why this class should not be a great deal of fun, as well as being challenging.

Furthermore, this course is about building familiarity with the history of the human communities that live here on planet earth. This means that respect for other people’s views and experiences is not merely a matter of civility, but also a core component of the class. We can, of course, disagree with one another, debate what we believe and why, and push others to consider our perspectives. The way to do this is with good arguments. Using evidence, personal experience, and thoughtful reflection to explain our own analysis (rather than personal attacks, name-calling, stereotyping, or the like) is the best way to engage with people who have different beliefs or opinions. While I wish that was clear enough, let me make it clearer: racist, homophobic, sexist, or other inappropriate and un-civil behavior will not be tolerated in this classroom, nor will any sort of bullying or harassment outside of class.
Course requirements: (as % of your total grade)

Participation and preparation: 25%
Discussion questions: 5%
Short reaction papers (4X at 7.5% each): 30%
Midterm essay: 15%
Final essay: 25%

There is no curve. A minimum of 70% is required of International Studies majors and minors in order to have this course satisfy your degree requirement. All other students must receive a minimum of 60% in the course in order to pass. Final letter grades are based on the following numeric scale:

- 97-100 : A+
- 94-96 : A
- 90-93 : A-
- 87-89 : B+
- 84-86 : B
- 80-83 : B-
- 77-79 : C+
- 74-76 : C
- 70-73 : C-
- 67-69 : D+
- 64-66 : D
- 60-63 : D-
- 0-59 : F

Generally, grades will be assigned according to the following criteria:

- A: outstanding work
- B: solid, capable work
- C: satisfactory work
- D: unsatisfactory work
- F: failure to meet minimum goals

Attendance:

Participation and preparation form 25% of your final grade, so it is obviously important that you attend class. All students will be given two no questions asked absences to accommodate sickness, family emergencies, travel plans, or other scheduling conflicts that may arise in our busy lives. Unexcused absences beyond that will hurt your grade (how can I grade you on participation if you aren’t participating?).

The only excused absences that I need to be informed of are those for official university activities, religious holidays, documented absences for medical reasons, etc. Students who accumulate more than 7 unexcused absences receive an automatic F in the course. You can access the University’s definitions of excused absences on this website.

Self-evaluation of participation:

You will be asked to complete two written self-evaluations of your own participation in class discussions during the semester. You and I will both use the following criteria to assess your preparation for and participation in class:

- A = you are well prepared, often with written notes; your comments raise new ideas, make new connections, and help shape the discussion; you listen carefully to others.
- B = you are fairly well prepared, sometimes with written notes, and always respond when called on; you volunteer on occasion; you respond to what others have said in useful ways.
- C = you show evidence of being unprepared; you have some trouble when called on and do not volunteer often; you repeat what others have said; your attention to others is sporadic.
- D = you rarely participate in class activities; you are unprepared and/or inattentive; you never volunteer; you seem not to care what others think.
- F = you exhibit a lack of concern for the class; you sleep in class; your behavior may have a negative effect on the class; you are rude, uncivil, or behave in a way harmful to others.
**Discussion questions:**

On August 29th (in class) we will assign each student a reading from later in the semester. When the time comes, you will come to class prepared to ask 3 discussion questions about that reading, and to kickstart the discussion. Please come prepared with 1st, 2nd, and 3rd choices on 8/29.

**Short reaction papers:**

Over the course of the semester, there will be four short reaction papers (3 pages, 12pt., 1.5 space). Each will ask you to reflect on the material we’ve read, as well as our in-class discussions, and to present your take on a given topic. Specific instructions about formatting and submitting your papers electronically appear at the end of this syllabus.

**Midterm and final essays:**

Instead of an in-class midterm and final exam, two analytical essays will be due during the course of the semester. The first essay topic will be distributed in class on October 5th; and the essay will be due on October 14th by 9:00pm. The first essay can be revised and resubmitted any time before 9:00pm on November 15th; the grade of the revised essay will be averaged with the original grade when calculating your final grade. The second essay topic will be distributed in class on November 30th and will be due on December 10th, by 9:00pm.

Your task will be to respond to the question as thoroughly as you can using the material we’ve covered in class (no outside materials will be required). That said, using examples from current events (assuming you cite the news properly) may be a helpful strategy for some students.

Specific instructions about formatting and submitting your papers electronically appear at the end of this syllabus.

**Policy on incomplete grades or late assignments:**

Late assignments will not be accepted, nor will incomplete grades for the course be permitted. Exceptions may be assignments submitted late because of absences excused according to class attendance policy outlined in this syllabus. Other rare exceptions may be made at the professor’s discretion.

**Informal course evaluations:**

Twice during the semester, I will ask you to submit anonymous feedback, communicating to me about how you feel the course is going. This will be the only paper I ask for (thereby protecting your identity so you can tell me how you *really* feel). I will do my best to listen to what you say, and to do what I can to make the class both challenging and enjoyable.

**Formal course evaluations:**

Students will be able to complete online course evaluations during the last two weeks of class. You will receive an email message directing you to a website where you can login and complete evaluations. These evaluations are completely confidential and I will not have access to the evaluations until after the end of the semester, when your final course grades have been submitted to Records & Registration.
NCSU POLICY STATEMENTS:

Information for students with disabilities:
Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State’s policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1).

Statement of online privacy:
Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Policy on discrimination:
The role of all employees and students is to create and maintain a supportive and harassment-free working environment for all members of the campus community. All faculty, staff and students are responsible for understanding and complying with harassment policies; these policies can be viewed at: http://www.ncsu.edu/equal_op. Also, all faculty, staff and students are responsible for knowing where to obtain assistance for resolving concerns. Members of the campus community are encouraged and should feel free to seek assistance, information, and guidance from their department head, supervisor, the Office for Equal Opportunity (513-3148), Human Resources (515-4300) or the Office for Student Conduct (515-2963). All harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status or sexual orientation also is a violation of state, federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State’s policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://ncsu.edu/equal_op or http://www.ncsu.edu/policies/campus_environ. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Code of Student Conduct:
North Carolina State University’s Code of Student Conduct, as for all NC State courses, applies to this class. It is posted here. It plainly states that “plagiarism and cheating are attacks on the very foundation of academic life, and cannot be tolerated within universities” (see sections 7-13 for the most pertinent aspects). It is a violation of the Code of Student Conduct to use your textbook materials or notes during an exam. It is also a violation of the Code of Student Conduct to have anyone check your written work before handing it in, or to copy any portion of another student’s work or other printed or electronic materials. This is particularly a concern in today’s information environment with our ubiquitous access to Wikipedia and other forms of digital media. All tests or assignments must be completed while adhering to the Code of Student Conduct, and the student’s signature on any test means that the student neither gave nor received unauthorized aid. The bottom line is that ALL work must be your own. Do you still have questions? Talk to me or consult the NCSU Office of Student Conduct website.
Required Texts:
- Additional readings are available on electronic reserve

On top of required course material, I expect that students will follow current events, allowing us to enrich our discussions with contemporary events. Unfortunately, neither Colbert Report nor The Daily Show (alone) will be sufficient. I instead recommend reading The New York Times, Washington Post, The Economist, BBC-News, or at the minimum, watching the news on PBS, BBC, CNN or another news outlet with extensive coverage of foreign affairs. Non-U.S. and non-English language sources are encouraged! If you find something relevant or interesting, please bring a copy or the URL to class, so it can add to our discussions.

One final note on the art of reading:
There are two common mistakes people make when reading texts. Some read an argument while thinking the whole time, “why is this wrong? Why shouldn’t I trust it?” They use the text as a basis to think only about their own opinions, avoiding any serious encounter with another perspective. Others make a different mistake, reading a text as though the author was somehow anointed, and the text a source that conveys The Truth. I would encourage you to strive for balance between understanding the text (its argument, the evidence and new information it provides you, its strengths and flaws), and developing your own, well-reasoned reaction to it. Both are worthy goals.

**COURSE SCHEDULE**

(may be subject to change and finetuning)

<table>
<thead>
<tr>
<th>Wed, August 17</th>
<th>Welcome, introduction, and expectations for the course</th>
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<tbody>
<tr>
<td>1 Mon, August 22</td>
<td>Towards a historical approach</td>
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<tr>
<td></td>
<td>* Opello and Rosow – Preface and Introduction (xi-16)</td>
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<td></td>
<td>* Steger – Chapter 2 (17-37)</td>
</tr>
<tr>
<td>2 Wed, August 24</td>
<td>The end of Rome and the beginning of something strange</td>
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<tr>
<td></td>
<td>* Opello and Rosow – Chapter 1 and Chapter 2 (19-54)</td>
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<tr>
<td>3 Mon, August 29</td>
<td>The fragmentation of Europe and consequences</td>
</tr>
<tr>
<td></td>
<td>* Opello and Rosow – Chapter 3 and Chapter 4 (55-97)</td>
</tr>
<tr>
<td>4 Wed, August 31</td>
<td>State formation through warfare</td>
</tr>
</tbody>
</table>
FRIDAY, SEPTEMBER 2nd at 7pm: FIRST RESPONSE PAPER DUE
Tell the story of the rise of the territorial European state from the fall of Rome to the Absolutist Monarchies. Cite sources carefully, and make sure you are giving a narrative, not a list of facts.

Mon, September 5 (Labor Day, no class)

5  Wed, September 7  Liberalism in Europe
   * Opello and Rosow – Chapter 5 (99-120)
   * Declaration of the Rights of Man, 1789 (e-reserve)

6  Mon, September 12  Antiliberal regimes in Europe
   * Opello and Rosow - Chapter 6 (121-138)
   * Evans, Richard J., 2009 – “Why Hitler's grand plan during the second world war collapsed” Guardian UK, 9/8 (e-reserve)
   * Merton, Thomas, 1966 – “A Devout Meditation in Memory of Adolf Eichmann,” in Raids on the Unspeakable, pp. 45-49 (e-reserve)

7  Wed, September 14  Managing industrialization and social conflict
   * Opello and Rosow – Chapter 7 (139-163)

FRIDAY, SEPTEMBER 16th at 7pm: SECOND RESPONSE PAPER DUE
Describe the different ways that European states have responded to the collapse of absolutism. How have states sought popular legitimacy through liberal, nationalist, and managerial strategies?

8  Mon, September 19  Colonialism and the spread of European ideas/practices
   * Opello and Rosow – Chapter 8 (165-189)

9  Wed, September 21  From states to nations
   * Opello and Rosow – Chapter 9 (191-215)

10 Mon, September 26  The post-colonial state
   * Opello and Rosow – Chapter 10 (217-241)

11 Wed, September 28  The colonial legacy: multiple perspectives
12 **Mon, October 3**  
*Helping, converting, saving, and developing: part 1*

13 **Wed, October 5**  
*Helping, converting, saving, and developing: part 2*

**MIDTERM ESSAY QUESTION WILL BE PRESENTED IN CLASS, OCTOBER 5th:**  
4-7 pages (minimum/maximum), further details will be given in class

14 **Mon, October 10**  
*Helping, converting, saving, and developing: part 3*
  * Illich, Ivan, 1968 – “To Hell With Good Intentions” (e-reserve)

15 **Wed, October 12**  
*Helping, converting, saving, and developing: part 4*
  * What’s wrong with missionaries?* 2010, 3 Responses,
  * David Griffiths – “If it is done respectfully, the spreading of ideas, values and faith is good and creative”  
  * Ophelia Benson – “There is a difference between spreading beliefs and values, and forcing them on people”  
  * Joel Edwards – “Far from being latter-day colonialists, many missionaries today come from the global south and aren’t obsessed with conversion” (all on one e-reserve link)

**MIDTERM ESSAY DUE BY 9pm, OCTOBER 14th**

16 **Mon, October 17**  
*Globalization: defining the term*
  * Steger – Chapter 1 (1-16)  
  * Steger – Chapter 2 (17-37) (again)

17 **Wed, October 19**  
*Financial globalization: overview*
  * Steger – Chapter 3 (38-57)  
  * Cohen, Benjamin J., – *The Bretton Woods System* from *Routledge Encyclopedia of International Political Economy* (e-reserve)

18 **Mon, October 24**  
*Financial globalization: multiple perspectives
* 2006 NPQ Interview with Milton Friedman – “Free Markets and the End of History,” 9 pgs. (e-reserve)
* 2009 NPQ Interview with George Soros – “Crisis Is Endemic to the Financial System,” 4 pgs. (e-reserve)

19 Wed, October 26

Financial crisis
* This American Life Podcast, 5/9/2008 – “The Giant Pool of Money” (e-reserve) [you can read the transcript or listen to the show for free on the website, 59 minutes]

FRIDAY, OCTOBER 28th at 7pm: THIRD RESPONSE PAPER DUE

Given what we’ve read (and heard) about financial globalization, its history, and the various schools of thought on economic policy, tell the story of the crisis of 2008-present.

20 Mon, October 31

Political globalization?: part 1
* Opello and Rosow – Chapter 11 and conclusion (243-280)
* Steger – Chapter 4 (58-70)

21 Wed, November 2

Political globalization?: part 2

22 Mon, November 7

Cultural globalization: part 1
* Steger – Chapter 5 (71-83)

23 Wed, November 9

Cultural globalization: part 2
* Pratt, Mary Louise, 1991 – “Arts of the Contact Zone,” Profession, pp. 33-40 (e-reserve)

FRIDAY, NOVEMBER 11th at 7pm: FOURTH RESPONSE PAPER DUE

Pretend that you are a student about to do a study abroad, mission trip, service-learning, or some other form of extended international travel. How would you respond if people held you accountable for the cultural and political effects that your home country has on them?
24 Mon, November 14 Ecology and the global commons
* Steger – Chapter 6 (84-97)

25 Wed, November 16 Ideologies of globalization
* Steger – Chapter 7 (98-128)

[SKIM]
* Southern Poverty Law Center, 2011 – “30 Terrorist Attacks and Plots by Homegrown Jihadists on U.S. Soil Since 9/11” Intelligence Report, Fall, (143) (e-reserve)

[SKIM]
* Southern Poverty Law Center, 2009 – “Terror from the right: 75 plots, conspiracies, and racist rampages since Oklahoma City”, (e-reserve)

[RECOMMENDED]

26 Mon, November 21 The future of globalization
* Steger – Chapter 8 (129-135)
* Shenker, Jack, 2011 – “How youth-led revolts shook elites around the world” Guardian, 8/12, (e-reserves)

Wed, November 23 (no class) (please start World War Z over break, if you can)

27 Mon, November 28 World War Z: part 1
* Brooks – “Introduction” to “Home front USA” (1-186)

28 Wed, November 30 World War Z: part 2
* Brooks – “Around the world, and above” through “Good byes” (187-end)

FINAL ESSAY ASSIGNMENT WILL BE PRESENTED IN CLASS, NOVEMBER 30th
6-9 pages (minimum/maximum), further details will be given in class

December 5 and 6 (reading days)

December 7 – 15 (final exam week) FINAL ESSAY DUE ON DECEMBER 10th, by 9:00pm
Electronic submission of all assignments:

All essays must be submitted electronically. In order to do this, please save your essay in a format I can open (Word, .rtf, .pdf, open office, - check with me if you are using something else), and e-mail it to prof.crane.sceber@gmail.com. Use my NCSU email for normal questions.

Please name your document as follows: yourlastname_response_.#.extension, where yourlastname is, of course, your last name, extension is the proper file extension for whatever program you are using, and # is either 1, 2, 3, or 4 (ie. mcsstudent_response_2.docx).

For your midterm, revised midterm, and final, please name your document appropriately: yourlastname_midterm/revision/final.extension (ie. vonstudent_midterm.pdf).

I will send a confirmation when I have received each submission, and will return the document with comments embedded in the text when I have graded it. If you cannot see the comments, or if the document won’t open, please e-mail me immediately.

Formatting for written assignments:

- Please format all written work with 12 pt. font, using Times New Roman or Garamond, with 1.5 spacing. Indented quotes (all quotes longer than 3 lines), should be single-spaced.
- Please keep to the page numbers assigned.
- Please insert page numbers at top or bottom right of the pages.
- Please cite ALL SOURCES. If you got an idea from someone, please give her or him credit for that idea. If you got an example from a newspaper, please cite the article. Failure to do so is the first step on the slippery slope to plagiarism and a terrible grade.
- Citations should be in Chicago 15th B style (Author’s Last name, 2011: page number).

Citation examples:

With page numbers [use if quoting or citing specific fact]: (Opello and Rosow, 2004: 61).
A whole chapter: (Brooks, 2006: ch. 3).
A whole newspaper/magazine article [use if citing the piece as a whole]: (Huntington, 1993).
A newspaper/magazine article with page number [use if quoting]: (Manning, 2004: 44).
A newspaper article with no author: (AP Staff, 2001)

Please give a bibliography at the end of your paper (including all of your sources). The bibliography DOES NOT count towards your page limit/minimum. It should look like this:

Huntington, Samuel P. 1993. The clash of civilizations. Foreign Affairs (Summer).