GLBL 101: Introduction to International Issues

F 2020

Lecture Schedule: 4:15-5:45, M/W

Instructor: Dr. Galen Martin  
gmartin@uoregon.edu
Virtual Office Hours: Th 9:30-10:30, F (or other times) by appointment
See instructions below for office hour access.

GEs
Alyssa Sperry  
asperry@uoregon.edu
Matthew Fouts  
mfout@uoregon.edu
Discussion Sessions to meet live at scheduled time.

COURSE DESCRIPTION

Overview and Learning Outcomes:
- Hunger, intellectual property, global warming, arms trade, water rights, resource depletion, civil war, genocide, biodiversity loss, terrorism, education, global financial inequities, immigration and, now, a global pandemic: These are just a few examples of the sometimes overwhelming list of challenges we face in a highly globalized world. Some are new but most have been with us for thousands of years. What have changed significantly and rapidly are our mobility and our access to information and images. Issues which a few decades ago may have seemed distant and disconnected, are now thrust upon us or at least accessible through various media. Among the wide range of problems and issues faced by people throughout the world, who decides which issues get priority and attention? What informs your own sense of compassion and focus? Does our heightened sense of connection move us more quickly to resolution or to greater cynicism?
- Upon conclusion of this course you will have: (1) developed a fundamental knowledge and literacy about several major international issues as listed in the course schedule, (2) learned to critically examine how these issues are presented and processed by various stakeholders, and (3) become aware of creative and successful attempts to solve the problems we have investigated. We will pay special attention to how the issues are perceived and addressed differently within affluent and poor nations.
COURSE METHODS and POLICIES

Pedagogy: We will achieve course objectives through selected readings, lectures, guest speakers, video clips (typically 0-20-30 minutes), video reviews, weekly discussion sections and reflective exercises using the Canvas platform. Lecture sessions will be live at the scheduled class time. Recordings of the lectures and slides will be posted. The GEs and I will do our best to create an enjoyable atmosphere of respect and intellectual integrity. In turn it is essential that you be committed to taking an active role in your learning process.

Communication: The syllabus, course announcements, assignments, project instructions, some notes and images, additional readings, website links, scores and contact information will be posted on Canvas. Make sure your settings will forward all Canvas notifications to your UO email account. Check and adjust your settings under Account > Notifications. Check your email and the site on a regular basis. If you do not have reliable access to Canvas, please notify the instructor. You may contact the instructor by email or by logging in to office hours. I will try to respond within 24 hours with the exception of weekends.

Office Hours:
I will host “live” office hours through Zoom/Canvas each Thursday from 9:30-10:30. By that time, you will have had a chance to review the lectures and readings for the week. I will also have a running discussion forum on our Canvas called “Class Questions and Answers” for the entire group to ask and answer. I welcome meetings outside my regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Under normal circumstances my lectures are very interactive. In person, I quickly get to know individuals and the personality of the broader class. Since this will not be possible, I especially welcome communication from students. It can be about the class or anything else that’s on your mind. Just email to set a time. Fridays are the best days as I teach two other classes M-Th.

Trigger Warnings: For purposes of understanding the difficult day to day and historical reality faced by many people across the globe, we will engage in sometimes disturbing material in lectures, readings, and through video clips and still images. If you anticipate certain subject material might be especially disturbing because of your personal circumstances, please communicate your concerns with the instructors. We can then work with you to develop an appropriate plan of action.

Basic Needs:
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. Furthermore, if you are comfortable doing so, please let me know about your situation so I can help point you in the right direction for assistance.

Accessible Education
If you have a condition that inhibits learning or evaluation under customary circumstances, please let me know. In addition, please request a letter from the Accessible Education Center
(346-1155, 164 Oregon Hall) that verifies your situation and states the accommodations that I can make. I will make any reasonable adjustments necessary to improve your learning environment.

**Cheating and Academic Dishonesty**
All assignments in this class are designed to assess your individual knowledge and understanding of the material covered/presented in the course. Thus, cheating or plagiarism -- in any form -- will not be tolerated. The work you present must be entirely your own. All individuals involved in an act of academic dishonesty will fail the course and will be reported to the proper University contacts as required. Keep in mind that any work turned in by previous students leaves an electronic footprint that is easily identified. I do not expect to encounter any problems in this area, but feel you should be forewarned.

**GRADING AND REQUIREMENTS**
Course grades will be determined by quality of work in the following:

**Unit Quizzes:** 50%. (6 x 10% with lowest quiz score dropped)
Six quizzes will determine the majority of your grade. Quizzes will be a combination of multiple choice and short responses to questions about major terms and concepts. We will provide a study guide in all cases. Make-up exams will be allowed only for documented medical reasons. Each quiz will be available for a 12 hour period. Once you have logged in to the quiz you will have a limited but reasonable period of time to complete the work. **There will be no comprehensive final exam for the class.** The last quiz (10% of grade) will be administered during the scheduled final class meeting time, Monday, Dec. 7. Your last discussion section (REQUIRED) will be on Thursday and Friday of Week Ten.

**Research Project:** 20%
With subject matter approval by the instructor and GE, each student will research a topic related to the class and prepare an annotated bibliography and summary paper. A detailed description of the project and due dates will be posted on Canvas. You will receive further instructions during discussion sections.

**Active Learning Credits:** 15%
Both lecture and discussion sections are vital to your success in the class. Each week, students will be asked to submit brief written reflections in direct response to specific course issues. The reflections will be evaluated largely on a P/NP basis. You will also be required to view a number of videos outside of class after which you may be asked to submit a brief reflection. All active learning assignments will be posted in Canvas under ASSIGNMENTS. It is vital that you complete these assignments by the deadline posted as they often form the basis for the discussion section activities.

**Discussion Section:** 15%

3
Attendance and active participation in your weekly discussion sections are essential for success in this class. In addition to discussion of key issues, in the weekly meeting we will help prepare you for exams and give directions and feedback on the research project.

**Missed Assignments and Late Work Policy**

Much of your success in this class hinges on simply submitting work on time. In case of a significant illness, injury, or family emergency, please notify your GE by email as soon as you can, preferably BEFORE the scheduled exam, assignment or discussion section. We will discuss your situation and any possible accommodations that might be warranted. We will accept late work but with a 10% (one letter grade) reduction for each day late. After five days, and up to the end of Week Ten, you can receive up to half credit for any late work.

**METHOD OF EVALUATION (GRADING)**

All work will be assessed using the following standards:

- **A** indicates thorough, original, insightful and well-presented work (90% or higher of possible points)
- **B** meets general expectations for 100-level work, is complete and well-presented (80-89%)
- **C** indicates acceptable but sub-par work in comparison to general expectations and peer performance (70-79%)
- **D** does not meet minimum standards and expectations, requires re-submission for credit if time allows except for exams

This breakdown is an approximation for evaluation purposes on all assignments. Your final letter grade will be determined by your place within a distribution of all class scores and the break points for letter grades may be adjusted down to reflect the overall performance of the class. In other words, a 90% total will guarantee at least an A- score but the A range may be adjusted down to the high eighties if only a small number of students achieve the 90% level. This will be the case for all letter grades.

**REQUIRED READINGS**

Readings will be accessed through postings on the course Canvas site. We strongly suggest you complete the readings before the discussion section. NOTE: The reading list below is subject to change. In the case that the Canvas posting is different from what is listed here, assume that you are responsible for the posted readings.

**Global Studies Core Courses**

The unique character and focus of the University of Oregon Department of Global Studies (IS) is distinctly captured in the phrase ‘Culture and Development’. We integrate theory and practice, drawing pragmatically from many disciplines to find the best mix of approaches to address rapidly changing and complex global issues in our classes.

Our introductory course, **GLBL 101, Introduction to International Issues**, and four 200 level courses (INTL 240: Perspectives on International Development; 250: Value Systems and Cross-Cultural Perspectives; 260: Culture, Capitalism, and Globalization; 280: Global
Environmental Issues) are the intellectual core of the GS major, foundational courses where our students learn to link human security and people-centered social change to questions of culture, belonging and meaning. We conceive culture in a broad sense that encompasses social, political, economic, and religious institutions, processes and relations, as well as the environment. Each core course has a different emphasis that enables students to cover the range of themes and issues characteristic of the wide universe of international studies.

Students will find these courses share a common purpose of fostering critical and cross-cultural thinking, encouraging them to seek out and understand diverse perspectives on topics such as globalization, development, environment, communication, health and human rights. In the process students learn to get outside of their preconceived worldviews on these and other matters. These five courses, together, provide the foundation for deeper investigation of issues, regions, and cultures in our 300 and 400 level INTL courses.

COURSE SCHEDULE

Sept. 30, Oct. 5, 7
I. Course Introduction: Owning and Distancing Global Issues
Readings:
“Once Considered a Boon to Democracy, Social Media Have Started to Look Like Its Nemesis” (2017). The Economist, Nov. 4.
Video: “Control Room”

Oct. 12, 14
II. 7 Billion Mouths: Hunger and the World Food System
Readings:
https://science.sciencemag.org/content/369/6503/500
Video Clips: “Perfect Famine”, “Silent Killer”

Oct. 19, 21, 25
III. Global Health
Readings:
Video: “The Female Face of AIDS”

Oct. 27, Nov. 2, 4

IV. Population, Migration, and Refugees: Human Trans-boundary Movement
Readings:
Video Clips: “Paying the Price”, “Refugees: Journey through Europe”

Nov. 9, 11, 16

V. Confronting Genocide--Past and Present
Readings:
Power, Samantha (2001). “Bystanders to Genocide”, Atlantic Magazine, September: https://blackboard.uoregon.edu/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D297152_1%26url%3D
Abromowitz, Michael (2011). “Coming Home to Rwanda”, Atlantic Magazine, January 9: https://blackboard.uoregon.edu/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D297152_1%26url%3D
Web Genocide Documentation Centre: https://blackboard.uoregon.edu/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D297152_1%26url%3D
Video: “Worse Than War”

Nov. 18, 23

VII. Status of Women
Readings:
Video: “Half the Sky” selected episodes

Nov. 25, 30

VIII. International Travel and Tourism

Readings:


Burmon, Andrew (2010). “Dark tourism: Cambodia tries to turn its bloody history into a sightseeing boom.” The Atlantic, 4 October.


Video clip: “What Would Darwin Think?”

Dec. 2

Course Review