

INS 3004
Perspectives in International Studies
Fall 2023

PLEASE NOTE: Powerpoint slides will be posted to CANVAS for each lecture and will remain available for the entire term. If you miss class for a viable reason, please review the powerpoints and then reach out to your TA or me for any clarification you may need. These powerpoints are fairly brief, though, and students should not consider them comprehensive. Put differently, you will not be able to succeed in this class by relying on the powerpoints in lieu of attending class regularly.

Course and Contact Information

Professor: Dr. Matthew Jacobs Associate Professor of History Director, Bob Graham Center for Public Service and International Studies Program	Contact Info: Email: mjacobs@ufl.edu Phone: 352-846-1575 Office: 220 Pugh Hall	Office Hours: Wednesdays: 2:00-3:30 Thursdays: 2:00-3:30 And by appointment
Teaching Assistant: McCall Voy Anthropology	Contact Information: Email: mvoy@ufl.edu Office: Turlington B335	Office Hours: Mondays 8:30-10:30 Thursdays 12:45-1:45 And by appointment
Additional Contact: Dr. Onur Erol Lecturer, International Studies (MENA)	Contact Information: Email: oerol@ufl.edu Office: 236 Pugh Hall	Office Hours: Mondays and Fridays 11:45- 1:15 in person Tuesdays 2:00-3:30 remote And by appointment
Class Time and Location	Tuesdays, Pers. 5-6 (11:45- 1:40) LIT 0113	Thursdays, Per. 5 (11:45-12:35) TUR 2319

Course Description and Objectives

This course serves as the introduction to the International Studies major, but you do not need to be in the International Studies major to take it. The class covers a wide variety of issues and ground, both chronologically and geographically. It will provide you with a brief historical overview of the making of the contemporary world. It will introduce you to some of the various scholarly disciplines (Anthropology, Economics, Geography, History, Political Science, etc.) that contribute to the very interdisciplinary field of International Studies. It will offer an initial foray into a range of issues that have been relevant historically, become increasingly more important over the last couple of decades, and will remain significant for the foreseeable future. These include, but are not limited to, international conflict, the role of technology and media in societies, the international economy, the question of development and poverty, the role of culture and globalization, and the challenges of the global commons (the environment, migration, refugees, human rights, global health, etc.). In short, this class provides a forum to grapple with many of the fundamental issues that define our world of today and your world of tomorrow. With that in mind, we will also spend some time talking about what it means to work in the places and spaces that define International Studies. To do well in this class you will need to attend class regularly, complete the assigned readings, and be willing to engage intellectually with a broad range of perspectives on challenging issues. Success in this class will help set you up to do well in the International Studies major if you choose to pursue it while also helping you to become a more engaged participant in the world you inhabit.

Course Organization and Assignments

To accomplish the above objectives, I have organized the class around a mixture of lecture, discussion, a wide array of materials, and a variety of written assignments. In general, Tuesday classes will follow a more traditional lecture format, while Thursday classes will typically emphasize discussion or participation in activities. The lectures and readings from the Chernotsky and Hobbs text (identified below) will introduce the peoples, places, events, and issues that we will focus on in our other readings and discussions. All assigned readings should be completed before class on the day they are assigned. You should come to every class prepared to participate. Indeed, the overall success of the class will depend to a significant degree on your willingness to engage in conversations about the course material. In addition to engaging in class, you will complete four papers of approximately 1200-1500 words (4-5 pages each) as well as five short online assignments. Finally, you will also complete an “it’s your choice” assignment in which you get to decide what you will do (for example: make and post a short video, write a 500 word op-ed, write a reflection on a relevant experience, etc.—this is your opportunity to be creative). I will provide more details for each assignment as they draw near.

Grading

The assignments listed above carry the following weights in the final, overall grade:

Assignment	Weight
Paper One	15%
Paper Two	15%
Paper Three	15%
Paper Four	15%
Online Assignments (5 @ 3% each)	15%
Class Participation	15%
It's Your Choice	10%

We will base letter grades on papers on three major, closely related criteria:

- Evidence—how good is your command and deployment of the relevant course material, and are you employing the best evidence available to make your points?
- Interpretation—have you developed an argument or point of view that is pertinent to the issue at hand, and that has breadth, coherence, and insight?
- Expression (style)—is the prose (writing) clear, concise, and engaging?

We will evaluate these criteria equally, and they will translate into letter grades as follows:

- A—Excellent: Your work is outstanding in all three areas. It offers an integrated, insightful argument based on ample, sound evidence and is written in clear and engaging prose.
- B—Good: Your work is strong in all three areas or is outstanding in one area while having significant weaknesses in another.
- C—Needs Improvement: Your performance is adequate in one or more areas, but also has significant weaknesses in others, leaving the presentation fragmented, murky, or narrow.
- D—Poor: Your work demonstrates notable weaknesses in all three areas. Remedial work may be needed to improve substantive understanding or basic communication skills.
- E—Unacceptable: Your work has serious flaws in all areas or demonstrates limited engagement in the assignment.

Participation grades will rest on discussions of the readings and other course material as well as engagement in class activities. Adequate in-class participation will indicate that you completed the readings and were actively engaged in discussion. Simply being present for—but not actively participating in—class will not earn a passing grade for this portion of the course. If you have questions about how we are evaluating participation or if you feel uncomfortable speaking in front of others, please see the teaching assistant or me as early in the semester as possible.

We will assign letter grades for papers and for final course grades according to the following numerical scales, which are consistent with university grading policies (available at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>).

Letter Grade	Numerical Paper Grade	Numerical Final Grade	GPA Equivalent (Final Grades)
A	95	93 and above	4.0
A-	91	90-92	3.67
B+	88	87-89	3.33
B	85	83-86	3.0
B-	81	80-82	2.67
C+	78	77-79	2.33
C	75	73-76	2.0
C-	71	70-72	1.67
D+	68	67-69	1.33
D	65	63-66	1.0
D-	61	60-62	0.67
E	Below 60 (varies by case)	Below 60	0.0
E1		Stopped attending or participating prior to end of class	0.0
I		Incomplete	0.0

Policies and Expectations

Classroom Environment

Classes in the humanities and social sciences—International Studies draws on both types of disciplines—are most rewarding when students interact with the course material, each other, and the professor and teaching assistant on a sustained and regular basis. While lectures and readings provide the raw material for the class, much learning will take place in both formal and informal discussions. You can expect an atmosphere in which students express and receive opinions in a thoughtful and respectful manner. It also is important to note that many of you may hold very strong opinions about the issues we will discuss during the term. I encourage

reasonable disagreement, lively debate, and challenging assumptions and preconceptions as long as all students remain respectful of one another. Being respectful includes listening carefully to the views of others, articulating your points as clearly and concisely as possible, and relying on well-grounded analysis rather than hot-take soundbites. No student should attempt to dominate discussion or engage in lengthy monologues or diatribes.

You are expected to attend all lectures and discussion sessions and to be respectful of yourself, your peers, the teaching assistant, and the professor at all times. In addition to arriving in a timely manner, this includes, but is not limited to, refraining from text messaging, playing cell phone or computer games, checking email, surfing the web and/or social media, and other distracting behavior. We will remind students of these general guidelines as necessary, and we will ask students who fail to observe them to leave class. Students who persist with such behavior will receive grade penalties. If you are ill or feeling unwell, please stay home. We will permit you a reasonable amount of time to catch up on material or to make up missed work.

Assignments, Grades, and Appeals

I will post all assignments at least two weeks before the due date. You are expected to submit papers electronically through the CANVAS course management system by the assigned due date. Extensions should be requested prior to when the assignment is due and will be handled on a case-by-case basis. Please note that we reserve the right to require documentation of a valid and verifiable excuse. Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Concerns about grades on specific assignments will be handled in the following manner. We will observe a “twenty-four-hour rule” when papers are returned. In short, this means that we are happy to entertain questions about grades and comments on papers, but you must wait twenty-four hours from when you receive your paper back to contact us. This rule allows the teaching assistant and professor to get some much-needed rest and distance after grading, while also allowing potentially disappointed or upset students time to calm down. If you have concerns about how papers have been graded, speak first with the individual who graded that assignment. If you still have questions following that conversation, you should feel free to contact the other instructor of the course (either the TA or the professor), but please provide a clean, ungraded copy of your assignment. The other instructor will then read the clean copy first and then read the comments and evaluation of the original grader. You should not worry that you will be penalized for engaging in this process, as we will not reduce a grade that has been appealed (though we may or may not raise it). You should initiate the appeals process by contacting the original grader of the assignment within one week of when the assignment is returned.

Academic Honesty

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have

neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. That said, working with fellow students in study groups or for peer review of paper drafts is not only acceptable but encouraged, as long as you are refining ideas that are essentially your own. If you have any questions or concerns, please consult with the instructor or TA in this class.

Student Accommodations

Students with disabilities or other barriers to learning requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations

You are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online evaluations via GatorEvals. You will be notified when the evaluation period opens and can complete evaluations through the email you receive from GatorEvals or in your Canvas course menu under GatorEvals. Evaluations are typically open during the last two or three weeks of the semester, but you will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Please do not hesitate to contact me or the teaching assistant at any point during the semester with any individual concerns or issues you may need to discuss. It is best for all parties if this is done as early in the semester as possible. Problems are much easier for us to address if we know about them sooner rather than later and can be particularly difficult to handle if left until exam week or after final grades have been submitted. We take all issues relating to mental and physical health seriously and are happy to connect students to the U Matter, We Care team as well. Other resources for support include the Counseling and Wellness Center, the Student Health Care Center, the University Police Department, and UF Health Emergency Room and Trauma Center.

Campus Resources

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Professional Development

- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Please also note that the [Bob Graham Center for Public Service](#), which houses the International Studies Program and is located in Pugh Hall, supports a range of initiatives that you might find helpful. These include funded research opportunities, internships, professional development opportunities, public programs, and student organizations. Please feel free sign up for our newsletter or, better yet, attend our open house on 30 August to learn more about the Center.

Finally, the first person to approach me in class to tell me they read this line in the syllabus gets Starbucks or an equivalent of your choice on me--Dr. Jacobs.

Readings

The following book is required for this course. It has been listed on OneUF, the text adoption website, but it may also be available online or electronically at lower cost.

- Harry I. Chernotsky and Heidi H. Hobbs, *Crossing Borders: International Studies for the 21st Century* (Sage Publications/CQ Press, 2021).

There will also be a variety of readings assigned electronically, either as direct internet links, as citations to journals available in UF's Libraries online databases, or as files uploaded onto CANVAS. Finally, I expect you to keep up with current events, as we will regularly integrate them into our class discussions.

Course Schedule

Date	Class Topics and Readings	Assignments
Th 24 Aug.	<p>Introductions and Syllabus Review</p> <p>Readings:</p> <ul style="list-style-type: none"> • The syllabus 	
Tu 29 Aug.	<p>Part I: History and the Making of the Contemporary World</p> <p>Course Introduction: What is International Studies, what does it mean to be "interdisciplinary," and what are some features of the world in which we live?; History as Discipline; the Creation of the State System; Coming to Terms with Nationalism</p> <p>Readings:</p> <ul style="list-style-type: none"> • The syllabus • <i>Crossing Borders</i>, Ch. 1 	
Th 31 Aug.	<p>History and Identity Past and Present</p> <p>Readings:</p> <ul style="list-style-type: none"> • <i>Crossing Borders</i>, Ch. 8 • Richard Price, "The Discourse of the Love of Country" • Walter Scott, "The Patriot" • Qian Long, "Letter to George III" 	
Tu 5 Sep.	<p>The Foundations of the Contemporary World: the State System, Empires, and Economic Transformation</p> <p>Readings:</p> <ul style="list-style-type: none"> • <i>Crossing Borders</i>, Chs. 2 and 4 • Getz and Streets-Salter 	<p>Online Assignment One Due</p>

	<ul style="list-style-type: none"> Excerpt of Jurgen Osterhammel, <i>Colonialism: A Theoretical Overview</i> 	
Th 7 Sep.	<p>Evaluating States, Empires, and Conflict in the Early 20th Century</p> <p>Readings:</p> <ul style="list-style-type: none"> Matthew Jacobs, "From Sideshow to Center Stage" on World War I in the Middle East Gerwarth and Manela, "The Great War as Global War" Mazower, "An International Civilization"Links to an external site. 	
Tu 12 Sep.	Coming to Terms with Colonialism, Economic Calamity, and War	
Th 14 Sep.	<p>The Political World of the mid-Twentieth Century</p> <p>Readings:</p> <ul style="list-style-type: none"> The United Nations Charter (1945)—You do not need to read word for word, but review the organization's intent, structure, modes of operation, etc. The Novikov Telegram (1946) The Truman Doctrine (1947) Nehru Speech to the Bandung Conference (1955) 	
Tu 19 Sep.	<p>Cold War, Decolonization, and Development</p> <p>Readings:</p> <ul style="list-style-type: none"> Please read and "grade" this sample paper. This is an actual undergraduate paper written for a different class (US Foreign Relations since 1914). It is longer than the papers assigned for this class, but it demonstrates the kind of common issues we see in papers. The assignment here 	

	<p>was to discuss the extent to which U.S. involvement in Vietnam represented a break from or continuation of twentieth century U.S. foreign policy. We will discuss this paper at the start of lecture.</p>	
Th 21 Sep.	<p>Defining the International Order at the End of the Twentieth Century</p> <p>Readings:</p> <ul style="list-style-type: none"> • Francis Fukuyama on "The End of History" • Benjamin Barber on "Jihad vs. McWorld" • Samuel Huntington, "The Clash of Civilizations" • Kwame Anthony Appiah, "The Case for Contamination" 	
Tu 26 Sep.	<p>Part II: Conceptualizing Conflict and Security</p> <p>Political Science, Security, Conflict, and the International System</p> <p>Readings:</p> <ul style="list-style-type: none"> • <i>Crossing Borders</i>, Ch. 5 	Paper One Due: Your Birthday, History, and International Studies
Th 28 Sep.	<p>What Type of Security</p> <p>Readings:</p> <ul style="list-style-type: none"> • Joseph Nye, "Global Power Shifts," TED Talk • UN Chronicle, "National Security vs Global Security" • United Nations Systems Staff College, "Understanding the Human Security Approach" video • Mahmud, et al., "Human Security or National Security" 	
Tu 3 Oct.	<p>Understanding Peace and the Challenges of Ethnic and Resource Conflict</p>	

	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Crossing Borders</i>, Ch. 9 • Global Peace Index (look at the map and then peruse the 2022 report--no need to read entirely) • Pinker, "Is Russia's War with Ukraine the end of the Long Peace?" • Muller, "Us and Them: The Enduring Power of Ethnic Conflict" • Habyarimana, et al., "Is Ethnic Conflict Inevitable?" 	
Th 5 Oct.	<p>Resources and Conflict</p> <p>Readings:</p> <ul style="list-style-type: none"> • Leif Wenar, "Blood Oil" • Aryn Baker, "Blood Diamonds" • Ifesinachi Okafor-Yarwood, "Nigeria's Depleting Fish Stocks May Pose a Threat to Regional Security" • John Andrew McNeish, "Resource Extraction and Conflict in Latin America" 	
Tu 10 Oct.	<p>Technology, Society and the State; Set up for Thursday's Terrorism discussion</p> <p>Readings:</p> <ul style="list-style-type: none"> • <i>Crossing Borders</i>, Ch. 3 • TBA on AI • Brooking and Singer, "War Goes Viral" • Xinyuan Wang on China's Social Credit System • Siva Vaidhyanathan on Meta and the impact of technology 	Online Assignment Two Due
Th 12 Oct.	<p>Grappling with Terrorism</p> <p>Readings:</p> <ul style="list-style-type: none"> • Video Interview with Bruce Hoffman 	

	<ul style="list-style-type: none"> • Read this David Kris blog post along with the additional entries linked in the first line of that post (Bryan Cunningham, Wells Bennett, and Jack Goldsmith) • Byman, "Beyond Counterterrorism" 	
Tu 17 Oct.	<p>Part III: The International Economy, Development, and Poverty Alleviation</p> <p>Economics, Modeling, and the Art of Prediction; Outlining the International Economy</p> <p>Readings:</p> <ul style="list-style-type: none"> • <i>Crossing Borders</i>, Ch. 6 	Paper Two Due: Conflict in Context
Th 19 Oct.	<p>What is Poverty?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Fukuda-Par, "What Does Feminization of Poverty Mean?" • Harrison, "Globalization and Poverty" • The Economist on the pandemic and poverty Links to an external site. • Mia Birdsong, "The Stories We Tell Ourselves About Poverty Aren't True" Links to an external site. 	
Tu 24 Oct.	<p>Neo-liberalism and Globalization</p> <p>Readings:</p> <ul style="list-style-type: none"> • <i>Crossing Borders</i>, Ch. 7 • Nils Gilman video on "Deviant Globalization" • Watch tourism promotion videos from lecture powerpoint 	
Th 26 Oct.	<p>Globalization in Context</p> <p>Readings:</p>	

	<ul style="list-style-type: none"> • Moghadam on "Gender and Globalization"Links to an external site. • Weber, et al., "How Globalization Went Bad" • Baghwati, "Anti-Globalization: Why?" • Saval, "Globalisation: The Rise and Fall of an Idea that Swept the World"Links to an external site. 	
Tu 31 Oct.	<p>Development</p> <p>Readings:</p> <ul style="list-style-type: none"> • The Millennium Development Goals • The Sustainable Development Goals • Watch this TED talk by Paul Collier on the "bottom billion" 	Online Assignment Three Due
Th 2 Nov.	<p>Development in Context</p> <p>Readings:</p> <ul style="list-style-type: none"> • Sen, "Development as Capability Expansion"Links to an external site. • O'Hearn, "Amartya Sen's 'Development as Freedom': Ten Years Later"Links to an external site. • Watch this TED talk by Cynthia McDougall on gender equity and development • Optional--see this piece from the State Department in 1969 on "Why Arabs Resist Modernization" 	
Tu 7 Nov.	<p>Part IV: Global Problems in the Global Commons</p> <p>The Global Commons</p> <p>Readings:</p> <ul style="list-style-type: none"> • <i>Crossing Borders</i>, Chs. 10 and 11 • Garrett Hardin, "The Tragedy of the Commons" • "The Tragedy of 'The Tragedy of the Commons'" 	

Th 9 Nov.	<p>Human Rights, Humanitarianism, and the Question of Intervention</p> <p>Readings:</p> <ul style="list-style-type: none"> • Universal Declaration on Human Rights • Convention on the Prevention and Punishment of the Crime of Genocide • Walzer, "The Argument about Humanitarian Intervention" • Optional--peruse these documents on the U.S. response to the Rwandan Genocide (1994) 	
Tu 14 Nov.	<p>Global Health</p> <p>Readings:</p> <ul style="list-style-type: none"> • Watch this Hans Rosling video 	Paper Three Due
Th 16 Nov.	<p>Global Health Before, During, and After a Pandemic</p> <p>Readings:</p> <ul style="list-style-type: none"> • Adams, et al., "Slow Research in Global Health" • Gates Foundation on "Collaborating Against Covid" • "Global Health Still Mimics Colonial Ways" • Optional: Review this "Introduction to Global Health" presentation 	
Tu 21 Nov.	<p>Immigration, Migration, and Refugees</p> <p>Readings: None for today</p>	Online Assignment Four Due; It's Your Choice Assignment Due No Later than Today
Th 23 Nov.	NO CLASS--THANKSGIVING	
Tu 28 Nov.	Demographics and Climate Change	

Th 30 Nov.	<p>The Environment and International Politics</p> <p>Readings:</p> <ul style="list-style-type: none"> • Read this summary of the Kyoto Protocol • U.S.-China Joint Announcement • 2015 Paris Accords • Read this summary of the COP27 Summit agreement on loss and damage 	
Tu 5 Dec.	<p>Course Conclusions: Reflections on International Studies</p> <p>Readings:</p> <ul style="list-style-type: none"> • <i>Crossing Borders</i>, Ch. 12 	Online Assignment Five Due
Th 14 Dec.	<p>Paper Four may be submitted anytime after 12:00 pm (noon) on 8 December, but NO LATER THAN 3:00 PM on Thursday, 14 December.</p>	Paper Four Due