

INTERNATIONAL STUDIES PERSPECTIVES

INS3004

FALL 2024

Course Information:

Instructor: Onursal Erol, PhD
Teaching Assistant: Cory D. Satter
Course Time: M/W/F - Period 7 (1:55PM – 2:45PM)
Course Location: FAB 0105

Email: oeol@ufl.edu; cory.satter@ufl.edu
Email Policy: Please copy both the instructor and the TA in all communications and allow up to 2 business days for our response.

Office Location: Pugh Hall 236
Office Hours (in-person, walk-in): Th 10:30AM – 12:00PM
Remote Office Hours (by appointment): M 3:30PM – 5:00PM
Appointment Link: <https://calendly.com/oeol/remote-office-hours>

Course Description

This course serves as the introduction to the International Studies major, but students from any major are welcome to enroll. The class covers a wide range of issues, both chronologically and geographically. It will provide a brief historical overview of the making of the contemporary world and introduce you to some of the scholarly disciplines (History, Political Science, Anthropology, Economics, Geography, etc.) that contribute to the interdisciplinary field of International Studies. You'll explore issues that have been historically relevant, increasingly important over the last few decades, and will remain significant for the foreseeable future. These topics include, but are not limited to, international conflict, the role of technology and media in societies, the international economy, development and poverty, the role of culture and globalization, and the challenges of the global commons (environment, migration, refugees, human rights, global health, etc.). In short, this class provides a forum to engage with many of the fundamental issues that define our world today and shape the world of tomorrow. Success in this class will not only prepare you for the International Studies major, if you choose to pursue it, but also help you become a more informed and engaged participant in the world.

Learning Goals

- Establish a robust foundation in International Studies.
- Cultivate advanced critical thinking skills as a global citizen.
- Develop an interdisciplinary approach to addressing intellectual questions.
- Explore all world regions through an interconnected lens, considering the intellectual and career implications of specializing in a specific area.
- Gain experience in linking empirical cases with academic tools across distinct disciplines.

Course Materials

This course is committed to affordable education and there are no required textbooks to purchase. All materials can be accessed on Canvas. Students are expected read all assigned materials before class.



Grade Distribution

Attendance & Participation	10%
Global Dispatch Assignment	20%
Response Papers	40%
Final Exam	30%

Grading Scale

(A) 94-100 (A-) 90-93 (B+) 86-89 (B) 82-85
(B-) 78-81 (C+) 74-77 (C) 70-73 (C-) 66-69
(D+) 62-65 (D) 58-61 (D-) 54-57 (E) 53 & below

Attendance & Participation (5%x2=10%)

For top “attendance and participation” scores, I expect you to be present for the vast majority of our meetings, come to class prepared by having read and reflected on the required readings, express your opinions, share your agreements or concerns freely, ask questions, and engage with your peers in intellectually meaningful ways. This does not mean you must attend every single class, nor do you need my permission to prioritize other important commitments. If you are feeling unwell, have a job interview, or are preparing for an important exam, feel free to miss a class or two as needed. Attendance and participation are graded in two installments, at the end of Weeks 7 and 15, with feedback posted on Canvas. This way students get a clean slate midway through the semester and can adapt as necessary.

Global Dispatch Assignment (20%)

There are eight designated “Global Dispatch” classes throughout the semester. On these days, two teams of 3-4 students will make in-class presentations focusing on two empirical cases from distinct world regions that relate to the concepts we have studied in class. Below is a checklist to help you succeed in this assignment:

- Sign up for one of the Global Dispatch presentation slots [here](#). The first person to sign up for each team is the team leader.
- Team leaders should coordinate with their teams a week before the presentation is due. Teams cannot accept new members in the final week before their presentation.
- Select one specific region on which to focus from the following options: Africa (Sub-Saharan), Asia, Europe, Latin America & Caribbean, Middle East & North Africa.
- As soon as you have selected your region, mark it on [the sign-up sheet](#). The two teams presenting on the same day must select two different regions.
- Choose an interesting empirical case from your region that reflects a concept/issue we've been studying and prepare your presentation.
- Your main task with these presentations is to tell an interesting and relevant story that relates to your region of choice. Successful teams will bolster the telling of this story with appealing and informative visuals, and engaging and dynamic presenters. Even more successful teams will incorporate eloquent articulations of how their story relates to a concept on which we pondered in our discussions of course readings. A full presentation grading rubric is attached at the end of this syllabus.
- Presentations should be 10-20 minutes long. You may use any presentation medium you prefer (PowerPoint, Google Slides, Canva, Prezi, etc.).
- Within your team, tasks can be divided as you see fit. You may work together on research, slide preparation, and presentation, or you may divide the labor among the team members. After the presentation, each team member will complete an anonymous survey to assess whether all teammates pulled their weight.
- Team leaders should submit the team's presentation slides on Canvas **by noon on the day of your presentation** so that I can have it ready in the classroom.

Response Papers (10% \times 4=%40)

Each student is expected to write a total of 4 short response papers (max. 500 words), due for submission **on Canvas by 11:59pm, on four Sundays of your choice**. There are 13 possible submission dates out of which you will choose 4. For your convenience, below is a calendar which you can mark to remind yourself of your chosen due dates.

Aug 25	Sep 1	Sep 8	Sep 15	Sep 22	Sep 29	Oct 6	Oct 13	Oct 20	Oct 27	Nov 3	Nov 10	Nov 17

In these papers, you will be responding to one reading from the **following** week – that is to say a reading we have not yet covered in class. The bad way to go about these is to summarize the reading you are responding to. Instead, pick a specific aspect of the reading (something that you find particularly interesting, agreeable, controversial, etc.) and convey your position on it.

Final Exam (%30)

Two prompts and detailed instructions will be circulated on Dec 4. Please write a short essay (max. 2000 words) responding to **ONE** of them (**due on Canvas by 11:59pm, Dec 11**). All academic integrity rules apply. Reference at least two readings from the syllabus. Any citation style can be used. There is no minimum word-limit for the essay. The bibliography does not count towards the word-limit. All late papers are accepted with a 2-points/day penalty and for four days. The essay grading rubric is attached at the end of this syllabus.

Course Schedule

Week 1 – Interdisciplinarity & International Studies

Aug. 23 Introduction (No Readings)

Week 2 – World History, Empire, Colonialism

Aug. 26 “Farmers and Herders (C. 10,000 BCE and Later).” In *World Prehistory: The Basics*, 87–102. London: Routledge, 2021.

Aug. 28 “Imperial Rule in Rome and China.” In *Empires in World History: Power and the Politics of Difference*, 23–59. Princeton University Press, 2011.

Aug. 30 “Fermentation.” In *Avengers of the New World the Story of the Haitian Revolution*, 36–59. Cambridge, Mass: Belknap Press of Harvard University Press, 2004.

Week 3 – History in International Studies

Sep. 4 “The Past in the Present: Historical Interpretation in International Conflict.” In *International Studies: An Interdisciplinary Approach to Global Issues*, 4th edition., 16–28. Routledge, 2017.

Sep. 6 Global Dispatch#1

Week 4 – Nations, International Order, Foreign Policy

- Sep. 9** Anderson, Benedict. "Introduction." In *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, revised edition, 1-7. London: Verso, 2006.
- Sep. 11** Mazower, Mark. "The Strange Triumph of Human Rights, 1933-1950." *The Historical Journal* 47, no. 2 (2004): 379–98.
- Sep. 13** Sick, Gary. "The United States in the Persian Gulf: From Twin Pillars to Dual Containment." In *The Middle East and the United States: History, Politics, and Ideologies*, by Mark L. Haas and David W. Lesch, 237–52, Sixth edition. New York, NY: Westview Press, 2018.

Week 5 – Group Action, Political Science in International Studies

- Sep. 16** Shirky, Clay. "It Takes a Village to Find a Phone: How Social Tools Support Group Action." In *Here Comes Everybody: The Power of Organizing Without Organizations*, 1-24. New York: Penguin Press, 2008.
- Sep. 18** "Power, Conflict, and Policy: The Role of Political Science in International Studies." In *International Studies: An Interdisciplinary Approach to Global Issues*, 4th edition., 75–84. Routledge, 2017.
- Sep. 20** Global Dispatch#2

Week 6 – Global Trade, Cold War, China & the World Order

- Sep. 23** Beckert, Sven. "Emancipation and Empire: Reconstructing the Worldwide Web of Cotton Production in the Age of the American Civil War." *The American Historical Review* 109, no. 5 (2004): 1405–38.
- Sep. 25** Engerman, David. "Ideology and the Origins of the Cold War, 1917-1962." In *The Cambridge History of the Cold War*, by Melvyn P. Leffler and Odd Arne Westad, 20–43. Cambridge: University Press, 2011.
- Sep. 27** Rodenbiker, Jesse. "Global China in the American Heartland: Chinese Investment, Populist Coalitions, and the New Red Scare." *Political Geography* 111 (May 1, 2024): 103–10.
- Recommended Film: *American Factory*. Documentary. Higher Ground Productions, Participant, 2019.

Week 7 – Gender & International Development, Climate Change & Capitalism

Sep. 30 Chant, Sylvia, and Caroline Sweetman. “Fixing Women or Fixing the World? ‘Smart Economics’, Efficiency Approaches, and Gender Equality in Development.” *Gender and Development* 20, no. 3 (2012): 517–29.

Recommended Film: [Darwin’s Nightmare](#), 2004.

Oct. 2 Klein, Naomi. “Introduction.” In *This Changes Everything: Capitalism vs. the Climate*, by Naomi Klein, 8–35. New York: Simon & Schuster, 2014.

Oct. 4 Global Dispatch#3

Week 8 – Religion, Orientalism, Globalization

Oct. 7 Moosa, Ebrahim. “God.” In *Global Middle East: Into the Twenty-First Century*, edited by Asef Bayat and Linda Herrera, 44–60. University of California Press, 2021.

Oct 9 Mitchell, Timothy. “The World as Exhibition.” *Comparative Studies in Society and History* 31, no. 2 (1989): 217–36.

Oct. 11 Tsing, Anna. “The Global Situation.” *Cultural Anthropology* 15, no. 3 (2000): 327–338.

Week 9 – Anthropology & Intercultural Relations

Oct. 14 “Anthropology and Intercultural Relations.” In *International Studies: An Interdisciplinary Approach to Global Issues*, 4th edition., 42–57. Routledge, 2017.

Oct. 16 Global Dispatch#4

..... HOMECOMING

Week 10 – Maps, Geopolitics, Political Geography

Oct. 21 “The Peters Projection Controversy.” In *Drawing the Line: Tales of Maps and Cartocontroversy*, 9–44. New York: H. Holt, 1995.

Oct. 23 Marshall, Tim. “Russia.” In *Prisoners of Geography: Ten Maps That Explain Everything about the World*, 13–33. New York: Scribner, 2015.

Oct. 25 Manning, Paul. "Introduction: Europe Started Here." In *Strangers in a Strange Land*, 10–27. Academic Studies Press, 2012.

Week 11 – Geography & International Studies

Oct. 28 Huang, Yan. "Consuming Geopolitics and Feeling Maritime Territoriality: The Case of China's Patriotic Tourism in the South China Sea." *Political Geography* 98 (October 1, 2022): 102669.

Oct. 30 "People, Places, Patterns: Geography in International Studies." In *International Studies: An Interdisciplinary Approach to Global Issues*, 4th edition., 29–41. Routledge, 2017.

Nov. 1 Global Dispatch#5

Week 12 – Identity, Humanitarian Intervention, Media & Society

Nov. 4 Shohat, Ella. "Dislocated Identities: Reflections of an Arab Jew." In *On the Arab-Jew, Palestine, and Other Displacements: Selected Writings of Ella Shohat*, 77–82. Pluto Press, 2017.

Nov. 6 Alexander, Bronte. "Intimate Geographies of Precarity: Water Infrastructure and the Normalisation of Militarism in Humanitarian Intervention." *Political Geography* 112 (June 1, 2024): 1–9.

Nov. 8 Wasserman, Herman. "Fake News from Africa: Panics, Politics and Paradigms." *Journalism* 21, no. 1 (January 1, 2020): 3–16.

Week 13 – Technology & Society

Nov. 13 Almeida, Denise, Konstantin Shmarko, and Elizabeth Lomas. "The Ethics of Facial Recognition Technologies, Surveillance, and Accountability in an Age of Artificial Intelligence: A Comparative Analysis of US, EU, and UK Regulatory Frameworks." *AI and Ethics* 2, no. 3 (August 1, 2022): 377–87.

Nov. 15 Global Dispatch#6

Week 14 – Law & International Studies

- Nov. 18** Roberts, Christopher N. J., ed. “From War and Politics to Human Rights: The Cold War and Colonial Recession.” In *The Contentious History of the International Bill of Human Rights*, 53–71. Cambridge Studies in Law and Society. Cambridge: Cambridge University Press, 2014.
- Nov. 20** Lavenex, Sandra. “‘Failing Forward’ Towards Which Europe? Organized Hypocrisy in the Common European Asylum System.” *Journal of Common Market Studies* 56, no. 5 (July 2018): 1195–1212.
- Nov. 22** Global Dispatch#7

THANKSGIVING

Week 15 – Conclusion

- Dec. 2** Global Dispatch#8
- Dec. 4** Onur Games

Course Policies

Extra Credit: Three opportunities for extra credit (each worth 1 point towards the course grade) will be offered to the entire class throughout the semester. No individual extra credit opportunities can be provided privately.

Grading Policies: All [UF grading policies](#) are observed.

Reading Materials: The materials in this course are selected not to be endorsed, but to be debated. This means that we will not passively “learn from” or “agree with” these materials. Rather, we will engage with them. We will develop a diverse array of agreements and criticisms vis-à-vis these materials in a respectful but lively intellectual environment.

Academic Honor Policy: 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#).

Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester as accommodations cannot be applied retroactively.

Publication of Class Lecture: Publication of a class lecture without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

GLOBAL DISPATCH GRADING RUBRIC

Criteria	5 Points	4 Points	3 Points	2 Points	1 Point
Case Selection	Highly relevant and interesting case. Well-researched, with clear evidence and compelling examples provided.	Relevant and interesting case. Some evidence and examples are provided.	Somewhat relevant and interesting case. Limited evidence and examples are provided.	Marginally relevant case. Minimal evidence and examples are provided.	Case is not relevant. Lacks evidence or examples.
Visuals	Visuals are clear, engaging, and enhance the presentation. They effectively convey key information and support the overall narrative.	Visuals are clear and support the presentation. They convey key information but could be more engaging.	Visuals may lack clarity or relevance. They provide some support to the presentation but are not fully integrated.	Visuals are minimal, unclear, or poorly executed. They provide little support to the presentation.	Visuals are absent or do not contribute to the presentation in a meaningful way.
Presenter Engagement	Presenters are highly engaged, confident, and articulate. They maintain eye contact, speak clearly, and engage the audience.	Presenters are engaged and articulate. They maintain eye contact and speak clearly but could be more dynamic.	Presenters are somewhat engaged but may lack confidence or clarity. Limited interaction with the audience.	Presenters are minimally engaged, with noticeable issues in confidence, clarity, or interaction with the audience.	Presenters are disengaged, with significant issues in communication, confidence, or interaction with the audience.
Connection to Course Readings	Presentation makes strong and explicit connections to at least one course reading, clearly articulating how the case relates to a concept discussed in the readings.	Clear connections to a concept(s) discussed in a course reading, with good understanding shown.	Some connection to a concept(s) discussed in a course reading, but could be more explicit or thorough.	Minimal connection to a concept(s) discussed in a course reading, with limited understanding shown.	No clear connection to any concepts discussed in the course readings.

FINAL ESSAY GRADING RUBRIC					
	Excellent	Good	Fair	Poor	Very Poor
Format Compliance (6)	Assignment complies with all word-limit, citation, and bibliography requirements (6)	Assignment mostly complies with word-limit, citation, and bibliography requirements (5)	Assignment partially complies with word-limit, citation, and bibliography requirements, with several errors (4)	Assignment complies with only one of the word-limit, citation, and bibliography requirements (2)	Assignment does not comply with any of the word-limit, citation, or bibliography requirements (0)
Reference to Course Readings (8)	Assignment engages deeply with at least two course readings (8)	Assignment engages with two course readings, but slightly superficially (6)	Assignment engages with two course readings, but superficially (4)	Assignment engages with one course reading (2)	Assignment does not engage with any course readings (0)
Quality of Writing (8)	Assignment features well-structured, clear, and sophisticated writing (8)	Assignment is well-structured and clear, but the writing may not be particularly sophisticated (6)	Assignment is somewhat clear and well-structured, but the writing is not particularly sophisticated or may have some errors (4)	Assignment is poorly structured and the writing is not clear or sophisticated (2)	Assignment is poorly structured, the writing is not clear or sophisticated, and there are numerous errors (0)
Argumentation (8)	Assignment presents a clearly communicated convincing main argument (8)	Assignment presents a main argument that is mostly clear and convincing (6)	Assignment presents a main argument that is somewhat unclear or not fully convincing (4)	Assignment presents a main argument that is unclear or not convincing (2)	Assignment does not present a main argument (0)