

INTERNATIONAL STUDIES PERSPECTIVES

INS 2004

FALL 2025 – 3 Credits

Course Information

Instructor: Onursal Erol, PhD
Email: oeerol@ufl.edu
Course Time & Location: T (1:55PM – 2:45PM) - RNK 0110
Th (1:55PM – 3:50PM) - RNK 0110

Office Location: Pugh 236
Office Hours (in person, walk in): W (1PM-2:30PM)
Remote Office Hours (by appointment): T (3:30PM-5PM)
Appointment Link: calendly.com/oeerol

Course Objectives

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.

Student Learning Outcomes

- 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.

Email Policy: Please include the course information in the subject line so I can better assist you. Please be aware that I can only answer emails from your official UFL account. If your email includes a question, please allow up to 2 business days for a response.

Selection of Course 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.

Materials and Supplies Fee: N/A.

UF Policies & Resources: This course complies with all UF academic policies, including those on grading, evaluations, honesty, cheating, plagiarism, the recording of class lectures, and the recording or publishing of class lectures without the instructor’s consent. It also works in tandem with UF academic and health and wellness resources. For details on these policies and available resources, please see [this link](#).

Grading:

Grade Distribution

Attendance	10%
Reading	10%
Reading Engagement	10%
Global Careers Workshops	15%
Global Dispatch	20%
Final Essay	35%

Grading Scale

(A) 93-100 (A-) 87-92 (B+) 82-86 (B) 77-81
(B-) 72-76 (C+) 67-71 (C) 62-66 (C-) 57-61
(D+) 52-56 (D) 47-51 (D-) 42-46
(E) 41 & below

Attendance (5%x2=10%)

For top attendance scores, I expect you to be present for at least 90% of class meetings. This policy allows you not to 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 as needed. If you have a university excused absence, you will have a chance to submit each excused absence request and accompanying documents on Canvas, which will be evaluated at the end of the semester. I will please ask that you do not email me for each individual absence. Attendance will be graded out of 10 points at the end of the semester.

Reading (5%x2=10%)

My expectation is not that you read every word of every assigned text. Rather, I expect us as a group to make an *honest* and *sustained* effort throughout the semester to spend quality time reading *most* of the materials *before* class. This way, when we do get too busy or tired and miss certain things here and there, there is reliably someone else to close the gaps for us when we discuss it in class. Students must access all course materials on Perusall (linked on Canvas). Reading will be graded out of 5 points, in two installments (midterm and final).

Reading Engagement (5%x2=10%)

This grade reflects the quality of your interaction with the readings. Students are expected to post one written comment on a course reading on Perusall for each grading period (a total of two comments over the semester). Strong comments may articulate agreements/disagreements with the author, draw meaningful connections to other topics, or analyze a specific idea that you find compelling. Reading engagement will be graded out of 5 points, in two installments (midterm and final).

Global Careers Workshops (5%x3=15%)

Students will complete three career preparation assignments on Canvas (by Nov 2, Nov 5, and Nov 9) and bring a printed version of their submissions to class for each of the Global Careers Workshops. These assignments are meant to inform you about various career considerations (ie. “Where does one find internships?”), learn the strongest resume techniques and start fleshing out your own, and make plans and designate next steps for your own career path. The point of these submissions is not to have already perfect materials and career plans. To the contrary, the point is to start with ideas, unknowns, mistakes, and grapple with them together in an open and supportive workshop setting.

Global Dispatch Assignment (10%x2=20%)

Each student is expected to submit a total of two “Global Dispatch” assignments due for submission on Canvas by 11:59pm, on any two of the below optional submission dates. There are nine optional submission dates out of which you will choose two. For your convenience, below is a calendar which you can mark to remind yourself of your chosen due dates.

Sep 2	Sep 16	Sep 23	Sep 30	Oct 7	Oct 14	Oct 21	Oct 28	Nov 18

In each dispatch, select an international news story (no older than one month) and connect it to something we have already covered in class. Submit a *working* link to the news story, and a short and informal explanation (max 250 words) as to what about this news piece reminded you of a specific concept/theme/discussion from the course. There is no need to over-polish your submission, imagine you’re texting a friend a news story you found intellectually stimulating.

Final Essay (%35)

Multiple prompts and detailed instructions will be circulated on the morning of Dec 3. Please write a short essay (max. 1000 words) responding to one of them (due on Canvas by 11:59pm, Dec 10). 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 1-point penalty for every 8-hour period and for four days. All generative AI use is allowed and should be cited. A detailed grading rubric is attached at the end of this syllabus.

Course Schedule

Week 1 – Interdisciplinarity & International Studies

Aug. 21 Introduction (No Readings)

Week 2 – World History & Empire

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

Aug. 28 *For today’s reading:
- Read the first 2 paragraphs
- Read EITHER “The World Made by Rome” (pp23-42) OR “China: A Different Space for Empire” (pp42-54)
- Read “Rome and China, Insiders and Outsiders” (pp54-59)

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

Week 3 – Colonialism & History in International Studies

Sep. 2 “Fermentation.” In *Avengers of the New World the Story of the Haitian Revolution*, 36–59. Cambridge, Mass: Belknap Press of Harvard University Press, 2004.

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.

Week 4 – Nations & International Order

Sep 9 No Class (Instructor at conference)

Sep. 11 Anderson, Benedict. “Introduction.” In *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, revised edition, 1-7. London: Verso, 2006.

Mazower, Mark. “The Strange Triumph of Human Rights, 1933-1950.” *The Historical Journal* 47, no. 2 (2004): 379–98.

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.

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.
- 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.

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.

Week 9 – Anthropology & Intercultural Relations

- Oct. 14** Tsing, Anna. “The Global Situation.” *Cultural Anthropology* 15, no. 3 (2000): 327–338.
- Oct. 16** “Anthropology and Intercultural Relations.” In *International Studies: An Interdisciplinary Approach to Global Issues*, 4th edition., 42–57. Routledge, 2017.

Week 10 – Geography & International Studies

- Oct. 21** Marshall, Tim. “Russia.” In *Prisoners of Geography: Ten Maps That Explain Everything about the World*, 13–33. New York: Scribner, 2015.
- Oct. 23** “People, Places, Patterns: Geography in International Studies.” In *International Studies: An Interdisciplinary Approach to Global Issues*, 4th edition., 29–41. Routledge, 2017.

Week 11 – Identity, Technology & Society

- Oct. 28** 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.
- Oct. 30** 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.

Week 12 – Global Careers

- Nov. 4** Global Careers - Workshop#1 (Finding Opportunities)
- Nov. 6** Global Careers - Workshop#2 (Best Strategies for a Resume)

Week 13 – Global Careers

- Nov 11** No Class (Veterans Day)
- Nov. 13** Global Careers - Workshop#3 (Plans/Funding/Networking)

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.

THANKSGIVING

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Week 15 – Conclusion

- Dec. 2** Onur Games

FINAL ESSAY GRADING RUBRIC					
	Excellent	Good	Fair	Poor	Very Poor
Format Compliance (5)	Assignment complies with all word-limit, citation, and bibliography requirements (5)	Assignment mostly complies with word-limit, citation, and bibliography requirements (4)	Assignment partially complies with word-limit, citation, and bibliography requirements, with several errors (3)	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 (10)	Assignment engages deeply with at least two course readings (10)	Assignment engages with two course readings, but slightly superficially (8)	Assignment engages with two course readings, but superficially (5)	Assignment engages with one course reading (2)	Assignment does not engage with any course readings (0)
Quality of Writing (10)	Assignment features well-structured, clear, and sophisticated writing (10)	Assignment is well-structured and clear, but the writing may not be particularly sophisticated (8)	Assignment is somewhat clear and well-structured, but the writing is not particularly sophisticated or may have some errors (5)	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 (10)	Assignment presents a clearly communicated convincing main argument (10)	Assignment presents a main argument that is mostly clear and convincing (8)	Assignment presents a main argument that is somewhat unclear or not fully convincing (5)	Assignment presents a main argument that is unclear or not convincing (2)	Assignment does not present a main argument (0)