

GLBL 100: Introduction to Global Studies Syllabus

Instructor: Hyo-Won Shin

Email: hwshin2@illinois.edu

Course Description

This course serves as a foundation for understanding contemporary global issues and their analysis from multiple disciplinary perspectives. Each week we will explore a specific global challenge, develop skills to research and analyze it, and learn about actors and organizations actively working toward solutions. This course helps students establish an understanding of the drive to develop and globalize, the consequences of development on our resources and societies, and the challenges of uneven development.

We learn about various actors involved in processes of globalization, such as governments, corporations, non-governmental organizations, communities and individuals – at various scales and levels that are beyond that of just comparing two or more countries. The multi-disciplinary approach encourages students to approach and address problems as a sociologist, historian, geographer or anthropologist would, or as an economist or public health professional would do. The focus on the global scale is enriched by attention to the regional, national and local levels where transnational processes are reworked. Connecting these levels and making sense of these relationships and flows requires sensitivity to history, culture, and language. Additionally, students of Global Studies, through learning about topics such as development, business practices, climate change or human rights, prepare themselves to be dynamic participants actively engaged in an increasingly global society.

This course satisfies UIUC General Education requirements for Social Science and Western Comparative Cultures.

Goals and Objectives

In this course, you will develop skills and knowledge to be able to:

- § Articulate and evaluate diverse perspectives on global issues.
- § Analyze geographical relationships among peoples, organizations, and states.
- § Research the unfolding of global issues in specific countries and regions of the world.
- § Retrieve and interpret quantitative & qualitative data from public databases.
- § Collaborate with classmates to prepare reports and presentations.
- § Integrate information to develop well-supported positions on global debates.
- § Compare and critique alternative solutions to global challenges.
- § Identify thematic areas, geographical regions, and technical skills to pursue through your future academic and professional work.

Course Overview

This course is organized around the seven thematic areas of the Global Studies major, cultures in contact, wealth & poverty, governance, conflict & resolution, global health, knowledge, communication & information systems, human rights, and environment, sustainability & social responsibility. Each week, you will explore a specific global issue through carefully chosen readings

that offer perspectives from multiple academic disciplines, diverse regions of the world, and a variety of professions.

Apart from theoretical knowledge, to understand global processes, trends, and practices, you will learn how these play out in specific locations. To do this, each student will become an expert on one country so that we can bring our knowledge together to examine how global issues play out in different geographical regions and sociopolitical contexts. To cover each topic in-depth, we encourage you to share insights gained from other courses as well.

This course is designed to prepare you for a 21st century workforce that requires adaptability, information literacy, problem-solving, teamwork, critical thinking and life-long learning. For this reason, you are expected to be an active note-taker while going through assigned materials, a helpful group member, and an active discussant. It is through your active participation that your instructor can gauge your progress toward course goals and respond appropriately.

Course Structure

Weekly pace: On the first weekly meeting, (Day 1 of class) the instructors will facilitate an interactive lecture discussing the key topics of the week and providing students with brief activities to facilitate discussion. The second weekly meeting (Day 2 of class) will be student-led, with groups of students periodically leading discussion of additional readings and relevant data sources, as directed by the instructor.

Course management is through Canvas, with all readings and assignments posted on the course site. Assignments and quizzes are also completed through Canvas.

Course Requirements

- § All readings for this course are posted on the course website listed below, either as links or attachments. *There are no required textbooks.*
- § The general course website is Canvas where all updates and announcement will be disbursed. You are responsible for staying updated on assigned readings, exercises, discussions, and analyticals through the website. Changes to the syllabus and other weekly updates will be made to the website with appropriate notice. If you have trouble accessing materials or using the course site, please refer to the FAQ section for guidance BEFORE consulting the instructor.

Course Assessment

This course requires you to complete the following inter-related assignments to maximize learning. A detailed explanation of all these assignments has been provided on Canvas as separate handouts for easy reference.

1. Class Preparation and Participation – at the beginning of each week you will complete a 10-point quiz and answer a discussion question related to the reading *before you come to class.*
2. Country and Region Analysis – every week you will collect data on a country that is assigned to you, present it to your colleagues and at the end of the semester write a research paper on a global problem of your choice. *Your instructor will walk you through this assignment in the first week of class.*

3. Position Papers – are papers you will write to develop your argumentation and application skills. You are required to write three out of six papers. The first paper is mandatory for all students; the following two will be on a thematic area of your choice. If you write more than three position papers, the lowest grade besides the first mandatory paper will be dropped.

Throughout the course, your instructor and you will work to understand how the different components of the coursework build on one another. For example, active participation in class should help you develop skills for your country and region analysis, effective research should provide you with data you can use in papers, and each well written paper makes the next one a little bit easier.

Course Assignments

As previously mentioned, the class is divided into seven different themes, with each theme (module) lasting two weeks. Each class period will be categorized under Day 1 and Day 2, with Monday being Day 1 and Wednesday being Day 2. This pattern will repeat itself throughout the course, with each week being divided into “Day 1” and “Day 2.”

Weekly Forum Posts (15% of your final grade)

- Due by **1:00 PM** on Mondays
- Before class on Day 1 of the week, post a quote from the reading (in week 1 of a module) and a discussion question (in week 2 of a module). You are encouraged, but not required, to respond to classmates’ posts, although you are encouraged to read through and gain an understanding of the different perspectives provided. Use proper [APALinks](#) to an external site style formatting for your reading quote (week 1) and be prepared to comment in class on your chosen quote (week 1) and discussion question (week 2).
- A good online discussion post (a reading quote or discussion question) should demonstrate knowledge of the readings, using relevant factual examples and using clear, error-free writing. Providing videos and external articles as points of reference for other students will be reviewed positively.
- For extra credit, you can provide a response to your classmates’ posts. A quality response to a classmate’s post will make a substantive contribution to the discussion, and not simply affirm the prompt or comment (in other words, simply saying “that’s a great point,” “that’s so interesting,” or “I agree” will not earn you any participation points).
- Discussion posts (reading quotes, discussion questions, and/or commentary on them) can be brief [about 100 words or so] and should engage with specific parts of assigned materials that you are prepared to discuss in class. We will often use these posts for in-class discussions and activities.
- The folder "Sample Assignments and Activities" in the Introduction and Course Resources sections of this website provides examples of discussion posts [\[?\]](#), and other assignments receiving a grade of 95% or above in previous semesters.

In-Class Participation (5% of your final grade)

- Participation will be graded by physical AND mental attendance to class (i.e. if you are playing on your phone/computer, sleeping, or otherwise distracted I will count you as absent)
- Will also be graded by involvement in in-class discussions and the extent to which you demonstrate your knowledge of material & themes being discussed.

Country and Regional Analytical Forum (10% of your final grade)

- In preparation for Day 2 of classes every other week and for your final research paper, you and your regional group will post information on your assigned countries and region to the analytical assignment on Canvas, found under the materials for each week.
- We will review the first analytical forum in class; following that, you and your regional group will complete the remainder outside of class. Your group must complete all analytical forums.
- Instructions for posting materials on the analytical forum are provided in a separate sheet on Canvas.
- Use the web resources and prompts listed on Canvas for Day 2 to retrieve and interpret data related to the week's topic.
- Follow the prompts to record information about your assigned country. Provide a summary of your results, adding your own research about the topic.
- Work with your regional group to write a Regional Analysis that addresses the same prompts for your region as a whole. While detailed reflections on each country are welcome, this is a group assignment. Work with your group members to identify important trends, contradictions and phenomena at place in your region
- Post your country and region data on the class analytical forum assignment link on Canvas.
- Prepare and save all of your data in a Google Doc for backup.
- Your posts will be evaluated based on timeliness, completeness, adherence to prompts, and proper citation of sources.
- See the folder "Sample Assignments and Activities" in the Introduction and Course Resources section of the website for examples.

Regional Group Presentations (10% of your final grade)

- **One in-class presentation.** Check the course website (Course Information and Resources- Group Assignments and Presentation Schedule) for the schedule of presentations.
- These are an opportunity for you to develop skills in public speaking, teamwork, and leadership.
- In class on Day 2 of each forum week, one regional group will present the data they collected for that week's assignment and discuss the readings or general themes of the module as relevant.
- Each group will have a minimum of 45 minutes to facilitate class, but you may use the entire class time if you wish. Please let your instructor know how long you plan to facilitate class the Monday before your presentation. You may also email your presentation to the instructor the day before for feedback.
- As a group, you will present an overall region summary of the analytical data. After that, it is up to you to integrate your individual country summaries into the discussion.
- Feel free to include related current events, maps, videos, or pictures in your presentations to make it more exciting for the listener. It is highly recommended to have an active component, such as a Kahoot! game.
- Your group will be in charge of class for the day. You will come up with discussion questions and/or activities for your peers. Feel free to use small group work as a model. Check in early with your instructor if you have questions about your proposed lesson plan.

Position Papers (35% of your final grade)

- Position papers are an opportunity for you to enhance your understanding of controversial global issues and develop critical analysis skills by evaluating arguments for variant

positions. They are also an opportunity to develop academic writing skills as you integrate information to articulate and defend a well-supported position on global debates.

- You must complete three out of six position paper assignments, scheduled at the end of each module (excluding the Introduction module and the last module). **The Module 1 position paper (10% of final grade) is required for all students**, so that you can get feedback on your writing early in the semester. You will then **choose 2 of the remaining 5 papers (both worth 12.5% of final grade)** to complete, allowing you to focus on those issues that you find most compelling. For each position paper, you will:
 - Discuss and cite *at least* three sources. This includes the source assigned for the position paper prompt (when appropriate); and two (or more) other readings, videos, or web resources related to the topic. One outside source (not assigned in class) is required.
 - Use good judgment as to the appropriateness of outside sources as academic paper sources. Feel free to send the instructor links by email for supplementary sources not assigned for this course. Academic sources, such as textbook chapters and peer-reviewed articles you read for other classes are generally approved automatically; however, you must give me at least 2 days to vet non-academic sources, such as newspaper articles and videos.
 - Look up **information about the author(s)** whose position(s) you are evaluating and incorporate this information into your critique of the authors' arguments.
 - Ensure that you have carefully completed in-text citations as well as a work cited page at the end of the paper. Use any recognized formal citation format you prefer but be consistent throughout your paper.
 - Carefully draft, revise, and proofread your work. Your submission should be presented professionally in an academic style. It should be **750-800 words** (excluding headers, footers, works cited and direct quotes), typed, double spaced, in 12-point Times New Roman font.
 - Closely follow additional guidelines and feedback provided by your instructor in class.
 - **Submit each paper through Canvas by 11:55 pm on Sunday after the end of that specific module.** This will allow you to incorporate Day 2 in-class discussions and information into your analysis.
 - *Position papers will be evaluated based on a clear understanding of the issue, evidence-based support from appropriate sources, clear articulation and strong argumentation for a position, quality of academic writing, and appropriate citation.*
 - If you identify as “not a strong writer” or “someone who really hates/isn’t good at writing papers” you are encouraged to make an appointment with the Writers Workshop (writersworkshop.illinois.edu) to ensure your highest possible grade.

Final Paper (25% of your final grade)

- The final paper for this course requires that you analyze a global issue or challenge in relation to at least two, but no more than three thematic areas (modules) of your choice. As a case study, you will refer to your assigned country and present a comparative analysis with one or two countries of your choice. The first step of this paper is to complete a paper proposal. You are encouraged but not required to meet individually with the instructor to discuss your proposal.
- **Final Paper proposal 2% of grade, due on Canvas, Week 10**

- This is an opportunity for you to combine skills and knowledge you have developed over the semester to analyze an issue of your choice by comparing and contrasting case studies.
- To develop and submit a strong final paper you should identify global issues covered in class that match your interests and skills.
- For the proposal, you should be able to identify: a global challenge and the thematic areas it relates to (for example, Hurricane Matthew, an *environmental* disaster, brought about *economic devastation* and a widespread *cholera outbreak* in *poverty-stricken Haiti* - but not so much in *North Carolina*). You should also have a basic idea of the studies you would like to cite, but also of the social inequalities shaping how people experience such problems.
- To receive credit for the proposal you are required to schedule a meeting time and meet with the instructor to discuss the proposal and receive approval to proceed.
- **Final Paper 23% of grade, due on Canvas at the end of the semester.**
- Based on the feedback on your proposal, start working towards an early draft of the final comparative paper.
- Carefully review the data available on our class analytical forum pages and the analytical concepts covered in class and assigned materials to further develop and refine your thesis
- If you need additional data to support your argument, refer to the databases and resources presented in this class. Any supplementary sources must be scholarly in nature unless approved by your instructor.
- Cite all sources, including class analytical pages, discussions, lectures, and course materials.
- **Proofread carefully to submit a professional quality 2500-3000 word academic paper.**
- The paper should be typed, double spaced, in Times New Roman fonts (word count is excluding headers, footers, direct quotes and works cited).
- *Your final paper will be evaluated on thoughtful and thorough data analysis, accurate representation of the issue, clear organization and thesis development, appropriate use of sources, quality of academic writing, and adherence to the assignment.*

Course Policies

- § **Extensions-** You will be allowed extensions in the case of medical and personal emergencies if, and only if, the extension request is backed by a note from the McKinley Health center and the Emergency Dean respectively. No other extensions will be allowed. *Since the deadlines for all assignments are provided at the beginning of the semester, you are responsible for completing your assignments in a timely manner.*
- § **Late submissions** – Late submissions are penalized with a 10% reduction in grade beginning one hour after due date/time. An additional 5% reduction will be added for each day the assignment is late. Assignments will not be accepted more than three days late. If you fail to complete preparatory assignments such as quizzes you will not be given another chance to complete them.
- § **Final grades** - *Your final grades for the class are non-negotiable. Academic performance will not be discussed via email and must be discussed in person (Zoom).*
- § **Academic Integrity** - Group assignments, cheating on papers, fabrication of information or plagiarism of any kind will not be tolerated. *All submitted assignments must be original in writing and any ideas or statements taken from sources other than you MUST BE appropriately cited.* Please remember that using your own work from one class to the other also counts as plagiarism. Additionally, the policy of academic integrity extends to online discussions and analytical assignments as well. For more information, please thoroughly

read the University of Illinois' Library Guide on Academic Integrity and Plagiarism at <http://www.library.illinois.edu/learn/research/academicintegrity.html>

Academic Support

- § Academic support - As your teacher, I assure that I will provide you full academic support to the best of my abilities. If you are having difficulty with respect to understanding readings or writing assignments, you are more than welcome to contact me and work it out. If you are facing personal issues that might affect your coursework, I encourage you to let me know and I will try my best to help you.
- § Special accommodations - If you require any special accommodations please let me know during the first week of class, so that I can make necessary arrangements. It is my job to coordinate with other campus support services to ensure that you are well-adjusted in the class. I do encourage you to let me know as early as possible: special accommodations on assignments are very hard to make retroactively.
- § Classroom culture - Due to the nature of this class and the materials we cover, differences in opinion can and will occur. This is both healthy and conducive to an active learning environment. I will often take positions that I disagree with in order to have them represented in class. With that being said, as your teacher I strive to create a classroom culture where all students feel safe to express themselves, share their knowledge and learn from one another's experiences in a respectful and productive manner. If at any time you feel you are unable to do so, you are encouraged to reach out to me so that we can work together to resolve the issue.

Course Schedule

Note: This schedule is subject to change by the instructor according to students' needs or course delays.

Week 1: Introduction – One, two, how many globalizations?

Monday, August 22

- Orientation and introduction

Wednesday, August 24

- Friedman, T. (2005) *It's a Flat World, After All*
- Florida, R. (2005) *The World is Spiky*
- Brooks, David. (2022) *Globalization Is Over. The Global Culture Wars Have Begun.*
- K.N.C. (2019) *Globalisation is dead and we need to invent a new world order.*

Week 2: Governance, Conflict and Resolution – How can we govern a globalized world?

Monday, August 29

- United Nations Economic and Social Commission for Asia and the Pacific. What is good governance? Retrieved August 1, 2019 from <http://www.unescap.org/sites/default/files/good-governance.pdf> (public document, Political Science perspective)
- Rodrik, D. (2016). "Put Globalization to Work for Democracies." *New York Times*. <https://www.nytimes.com/2016/09/18/opinion/sunday/put-globalization-to-work-for-democracies.html>

Wednesday, August 31

- Jang et al. (2016). “Global Governance: Present and Future.” *Palgrave Communications*.
- McDaniel, Christine. (2021). “Our International Institutions Are Failing Us (Or Are We Failing Them?)” *Forbes*.
- Student-led discussion

Week 3: Governance, Conflict and Resolution – How can the international community address armed conflict?

Monday, September 5 (Labor Day)

- NO CLASS

Wednesday, September 7

- [“Born to prevent war, U.N. at 75 faces deeply polarized world.” Associated Press. September 21, 2020.](#)
- [Global Public Policy Institute \(2015\). “Effective and Responsible Protection from Atrocity Crimes: Toward Global Action. Executive Summary.” Retrieved August 19, 2015.](#)
- [Global Centre for the Responsibility to Protect. “Atrocity Crimes and Preventive Diplomacy: Reflections on R2P’s 15th Anniversary.” June 15, 2020.](#)

Week 4: Human Rights – What are human rights and what does the Universal Declaration accomplish?

Monday, September 12

- Office of the High Commissioner for Human Rights. Universal Declaration of Human Rights. Retrieved 2/2/2017 from http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf
- Nault, D. M. (2011). [Introduction](#). In D. M. Nault, S. L. England (Eds.), *Globalization and human rights in the developing world (1-22)*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- [Trilling, Daniel. “Five myths about the refugee crisis.” The Guardian. June 5, 2018.](#)
- [Rosling. “Blame Instinct – Refugee Crisis and the EU.”](#)

Wednesday, September 14

- Student-led discussion

Week 5: Human Rights – Slavery and Trafficking under contemporary Globalization

Monday, September 19

- Bales, Kevin. 2000. [“Expendable People: Slavery in the Age of Globalization.”](#) *Journal of International Affairs* 53 (2): 461 – 484. (Scholarly article by Sociologist)
- Urbina, Ian. 2015. “‘Sea Slaves’: The Human Misery that Feeds Pets and Livestock.” *New York Times World Edition* Retrieved January 13, 2016, from http://www.nytimes.com/2015/07/27/world/outlaw-ocean-thailand-fishing-sea-slaves-pets.html?_r=0(example of human rights abuse as reported by NYT)
- *Ghost Fleet* documentary (accompanies NYT article)

- Trailer (2min) https://youtu.be/t_O5Y8FWXpE
- 9 min video <https://youtu.be/ZcfYhL84s5s>

Wednesday, September 21

- Student-led discussion

Week 6: Cultures in Contact – How is culture contested globally?

Monday, September 26

- [Guest, K.J. \(2014\). Excerpts from *Cultural Anthropology: A Toolkit for a Global Age*. New York, NY: WW. Norton and Company \(anthropology\)](#)
- [Gibson, Jenna. “How South Korean Pop Culture Can Be a Source of Soft Power.” *Carnegie Endowment for International Peace*. December 15, 2020.](#)
- [Ro, Christine. “BTS and EXO: The soft power roots of K-pop.” *BBC News*. March 9, 2020.](#)

Wednesday, September 28

- Student-led discussion

Week 7: Cultures in Contact – How is migration transforming culture and identity?

Monday, October 3

- [Pyle, Jean L. \(2011\). "Globalization and the increase in transnational care work: the flip side", in *The Women, Gender, and Development Reader* \(pgs 252-269\). Fernwood Publishing, Halifax, Winnipeg.](#)
- [Yayboke, Erol. *Five Ways COVID-19 is Changing Global Migration* Center for Strategy and International Studies March 25th 2020 Retrieved from <https://www.csis.org/analysis/five-ways-covid-19-changing-global-migration> on 8/17/2020](#)

Wednesday, October 5

- Student-led discussion

Week 8: Wealth and Poverty – What is development and how has its definition changed over time?

Monday, October 10

- [Roy, Ananya. “In Defense of Poverty”. *UC Press Blog*. July 19, 2016.](#)
- [Collins, Roy, Jonathan Morduch, Stuart Rutherford, and Orlanda Ruthven. 2009. *Portfolios of the Poor: How the World’s Poor Live on \\$2 a Day*. Princeton University Press.](#)

Wednesday, October 12

- Student-led discussion

Week 9: Wealth and Poverty – How can extreme poverty and inequality be eliminated?

Monday, October 17

- [Brass, J.N., Longhofer, W., Robinson, R. S., & Schnable, A. 2018. NGOs and international development: A review of thirty-five years of scholarship. World Development.](#)
- [Gupta, V. 2021. "How Punjab's Rural Women, Neck-Deep in Debt, Are Trapped in Microloan Cycles." The Wire.](#)
- [UN Sustainable Development Goals \(just skim\).](#)

Wednesday, October 19

- Student-led discussion

Week 10: Environment, Sustainability and Social Responsibility – How can we address global climate change?

Monday, October 24

- [IPCC, 2021: Summary for Policymakers. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change.](#)

Wednesday, October 26

- Student-led discussion

Week 11: Environment, Sustainability and Social Responsibility – What is the role of the private sector in creating sustainable futures?

Monday, October 31

- [Stern, Scott W. 2021. Sabotage Can Be Done Softly: On Andreas Malm's "How to Blow Up a Pipeline." LA Review of Books.](#)
- [Klein, Naomi "No Messiahs - Green Billionaires Won't Save Us" Chapter 7 in *This Changes Everything: capitalism Vs. the Climate.* Simon and Schuster, 2015](#)

Wednesday, November 2

- Student-led discussion

Week 12: Global Health – How does social power impact and transform global health?

Monday, November 7

- [DeLaet, D. L., & DeLaet, D. E. \(2012\). Chapter 1: Introduction to global health. *Global health in the 21st century: The globalization of diseases and wellness \(pp. 3-16\).* Boulder, CO: Paradigm Publishers. \(textbook on Global Health\)](#)
- [Ortiz-Ospina, Esteban. "Global Health." Our World in Data.](#)

Wednesday, November 9

- Student-led discussion

Week 13: Global Health – Understanding communicable diseases: A focus on HIV/AIDS and on COVID-19

Monday, November 14

- [UNAIDS. "Global AIDS Update 2016."](#)

- [Blundell, Richard, Monica Costa Dias, Robert Joyce, and Xiaowei Xu. 2020 “COVID-19 and Inequalities.” Fiscal Studies.](#)
- [Office of the Surgeon General. 2021. “Protecting Youth Mental Health: The U.S. Surgeon General’s Advisory.”](#)

Wednesday, November 16

- Student-led discussion

Thanksgiving Break

November 19-27

Week 14: Knowledge, Communication and Information Systems – How do information systems impact global knowledge?

Monday, November 28

- [Juergensmeyer, Mark. \(2013\). Chapter 18: Global communications and new media. *Thinking Globally: A Global Studies Reader*. Berkeley: University of California Press \(pp 352-356\)](#)
- [Norris, Pippa. *Digital Divide*.](#)
- [Madrigal, Alexis. 2017. Does Facebook Even Know How to Control Facebook? *The Atlantic*.](#)

Wednesday, November 30

- Student-led discussion

Week 15: Knowledge, Communication and Information Systems – How are digital technologies shaping social change actions and debates?

Monday, December 5

- [Ritzer, George and Nathan Jurgenson \(2010\) Production, Consumption, Prosumption: the nature of capitalism in the age of the digital ‘prosumer’. *Journal of Consumer Culture* 10\(1\):13-36. \(multidisciplinary scholarly article\)](#)
- Banned and Challenged Books - a Website of the Office of the American Library association. Top 10 Most Challenged Book Lists. Last accessed August 15, 2020 from <http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10>
- A Letter on Justice and Open Debate *Harper's Magazine* July 7 2020. Retrieved August 15 from <https://harpers.org/a-letter-on-justice-and-open-debate/>

Wednesday, December 7

- Student-led discussion

Friday, December 16

- Final Paper due