

**INT 2000: A Survey of Current World Issues (SL)
Fall 2010**

This is a Service-Learning and a Communication-Intensive Course

Professor: Touria Khannous
International Studies Program
Office: 301-A Hodges Hall
E-mail: tkhann1@lsu.edu
Phone: 578-0472/276-1837
Office Hours: MWF: 10:40-12:00

Course description

This course is designed to provide a survey of major issues which confront the globe, which students can use as a framework when pursuing further coursework in their areas of concentration. The course will engage the issues central to each area of concentration. Part one explores concepts of globalization, and presents components of globalization in economics, politics, and culture. Part two covers a range of different topic areas in global diplomacy such as security concerns (war and peace, terrorism), international law, and international organizations. The third part is divided into two units and addresses the two key areas of environment and development. The first unit focuses on international development issues, including economic and social development, poverty, hunger and basic human needs. The second unit examines international environment issues such as global warming, deforestation, and more. It also examines community level environment and development issues, specifically focusing on the context of Louisiana. Finally, part four will explore transnational issues such as colonialism and Diasporas which will allow for more discussion of cultural topics such as migration.

CI- Statement

This course is certified as a “Communication-Intensive Course” and meets all of the requirements explained on the CxC Web site: <http://cxc.lsu.edu>., including the following: Emphases on formal and informal assignments in written and technological communication, class time spent on communication, 40% of the final grade based on communication projects, revisions after faculty feedback on 2 formal projects (one for each emphasis), and a student/faculty ratio of 35:1. Because it meets these requirements, students may count it toward “Distinguished Communicator” certification on LSU transcripts.

Service-Learning

INT 2000 is a service learning course, which is defined as a “course-based, credit bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.” (Bringle & Hatcher, 1995). The American Association of Community Colleges also defines service learning as a kind of learning that “combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service-learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community.” For more information on service-learning, see the CCELL website at www.ccell.lsu.edu

Service-Learning Partner

Service learning will enhance students’ learning by increasing their knowledge about community issues, helping them identify local community problems and find solutions to them. Our Community Partner is BREC’s Playground KIDZ, whose mission is to provide recreational activities, quality playground equipment and afternoon physical activity for kids of the East Baton Rouge Parish. The contact is Bill Blount 272-9000. We will be communicating with him via email at wblount@brec.org. Bill Blount will come speak to students in the classroom as well as meet with them on LSU campus to give them more details about the program, including specific dates and sites where they will conduct their service. Our service learning program, whose goal is to fight obesity among elementary school children, will involve providing healthy meals to elementary school students and teaching them how to use playground equipment for physical activity.

Academic goals and objectives

- Introducing students to a range of current world issues and raising their awareness about hunger, the environment, development, migration, among other issues.
- Making students familiar with participants in the global system including nation states and international organizations both public and private.
- Encouraging students to become community activists who are politically involved to effect change at the local and global levels, through service learning and volunteer activities.
- Increasing students’ interest in other cultures and geographical areas.
- Improving students’ oral communication skills through discussion and debate.
- Acquainting students with research strategies for analyzing information about the above topics.

Number of Service Hours required

Students will complete a minimum of 10 hours of volunteer service working with children 6-12 years of age. Students will not be given a grade for the service hours performed. Their grade will be based on their reflection assignments as well as the community partner's evaluation of the students.

Overview of Grade Components and Course Requirements:

Grading will be based on two response papers, a mid-term exam, a final exam, a final paper and class participation. The breakdown of the final grade is as follows:

1st response paper: 10%

2nd response paper: 10%

Blog assignment: 10%

Final paper 20%

Mid-term exam 20%

Final exam 20%

Participation 10%

Exams

There will be a mid-term and a final exam

Reflection

Reflection is an important part of the service-learning experience. Reflection is “the intentional consideration of an experience in light of particular learning objectives.” The presumption is that community service does not necessarily, in and of itself, produce learning. Reflection activities provide the bridge between the community service activities and the educational content of the course. Reflection activities direct the student's attention to new interpretations of events and provide a means through which the community service can be studied and interpreted, much as a text is read and studied for deeper understanding (Bringle & Hatcher, 1999).

In this class formal reflection will take place in three different ways. Reflection assignments will account for 50% of the final grade:

1) Two Response Papers

You are required to write two 2-3 page, typed, double-spaced response papers, in which you reflect on the project you have completed, and discuss what you have learned from your service-learning experience. As you know, you will complete a minimum of 10 hours of volunteer service working with children 6-12 years of age. Serving children in this age group will allow you to enhance your learning experience in this course and to serve members of our local community. In your response paper, try to answer the following questions:

- How did this experience affect you?
- What knowledge did you gain that you have not received from the readings or class lectures?
- What personal biases did you have that affected the way you interacted with the children?
- What does this site need?

Note that you will not get credit for this assignment if you do not have proof that you completed the service.

2) **Final Paper**

You are required to write a 6-8 analytical paper, in which you offer a review of your service-learning experience, while drawing upon concepts and readings from class to critically evaluate the project. In summarizing and reflecting on your experience, you should address what you have learned from the service experience as well as offer suggestions for enhancements or innovations that the community partner may consider implementing.

3) **Blog Assignment: Reflection and Exploration**

For this assignment you will create your own blog, and post your own commentary about your service-learning experience. You will also need to relate your experience to a broad global issue, state the facts relevant to the issue, either by writing a blog post or finding material online and linking to it from your own blog, or by posting a short excerpt from an online article. You will then engage in these facts, by writing your own posts that express your opinion on the issue, either in one long post or several short posts. You will also have to respond to comments left by readers of your blog. Find a student in class and comment on each other's blogs. In responding to each other's blog posts you will develop a dialogue by presenting an alternative perspective that either challenges or extends the argument of the posting you are responding to. Examples of broad global issues you can blog about, in relation to your service learning experience, include:

Globalization
 Security
 Poverty/ Hunger
 Development
 Environmental issues at the local level (The context of Louisiana)
 International law
 Genocide

Please Note:

- Attendance is mandatory. Absences will be allowed only if you present a valid excuse. Absences are to be reported to me in advance in writing, with a statement of why attendance is not possible.
- An undergraduate CANNOT obtain an incomplete in this course from the professor. ONLY the Dean can give an incomplete.
- Cell phones and pagers must be turned off at the beginning of class. If you have a disability that may have some impact on your work in this class and for

which you may require accommodations, please see a Coordinator in the Office of Disability Services so that such accommodations may be arranged. After you receive your Accommodation Letters, please meet with someone in that office to discuss the provisions of those accommodations as soon as possible.

Plagiarized work will not be accepted, and could lead to the student's expulsion from LSU. If you are using someone's words, ideas or research, you MUST cite them properly.

Grading Scale

A = 89.01-100%

B = 79.01-89%

C = 69.01-79%

D = 59.01-69%

F = ≤59%

Texts Used

Amartya Sen. *Development As Freedom*. New York: Random House, 1999.

Charles Townshend. *Terrorism*. New York: Oxford University Press, 2002.

Jeffrey D. Sachs. *The End of Poverty*. New York: Penguin Books, 2005.

John Baylis. *The Globalization of World Politics: An Introduction to International Relations*. 4th edition. New York: Oxford University Press, 2008.

Joseph E. Stiglitz. *Globalization and Its Discontents*. New York & London: WW. Norton & Company, 2003

Manfred B. Steger. *Globalization: A Very short Introduction*. New York: Oxford University Press, 2003

Steven Spiegel (etal). *World Politics in a New Era*. 4th edition. New York: Oxford University Press, 2009.

All readings will be available at Moodle

Course Schedule

I. Introduction

Aug. 24. Welcome to the course

Aug. 26. Introduction: Conceptualizing globalization

Manfred B. Steger. *Globalization: A Very Short Introduction*,” p.1-92

II. Globalization and world politics

Aug. 31st. Anthony McGrew. “Globalization and global politics,” p. 16-31

Joseph E. Stiglitz. “The Promise of Global Institutions,” p.3-22

Sept. 2. Jerry Mander. “Intrinsic Negative Effects of Economic Globalization on the Environment” p.109-129

Note: The community partner will come speak to the classroom (Students should have half of their required hours of community service completed before mid-term)

III. The Historical Context of Globalization

Sept. 7. . Michael Cox. "From the Cold War to the War on Terror," p.72-85

Response Paper #1 due in class

IV. Global Diplomacy

Sept. 9. Steven Spiegel. "World Politics: Complexity and Competing Processes," p. 3-16.

Steven Spiegel. "Globalization and Fragmentation in a New World Order: 1991 to the Present." P.202-230

V. Security

Sept. 14. John Bayis. "International and Global Security," p. 228-239

Ramesh Thakur. "Security in the New Millennium," 268-286

Sept. 16. Steven Spiegel, etal. "Security Theory and Practice," p. 237-286

Response paper # 2 due in class

Sept. 21. Steven Spiegel, etal. "Contemporary Security Issues," 294-331

Sept. 23 . Darryl Howlett. "Nuclear Proliferation," p. 388-399.

VI. Terrorism

Sept. 28. Charles Townshend. *Terrorism: A Very Short Introduction*

Sept. 30. James D. Kiras. "Terrorism and Globalization," p.372-384

Oct. 5. Video screening

VII. Global Governance

Oct. 7. Christian Reus-Smit. "International Law," p. 280-293

Oct.12. **Mid-term exam**

Note: Students will begin blogging after the mid-term.

Oct. 14. Spiegel. 'Global Governance: International Law and Organizations," p.509-553

Oct. 19. Peter Willetts. "Transnational Actors and International Organizations in Global Politics," p. 332-345.

Oct. 21-24. **Fall Holiday**

VIII. Human development and the environment

IX. Development

Oct. 26 Steven Spiegel. "World Politics: Development" p.381-424

Oct. 28 Caroline Thomas. "Poverty, development, and hunger" p.470-488

Nov. 2 Amartya Sen. "Development as Freedom" p.3-11

& Amartya Sen "Poverty as Capability Deprivation," 87-110

Nov. 4 Jeffrey D Sacks. *The End of Poverty*, 226-308

Nov. 9 Jeffrey D Sacks. "The Voiceless Dying: Africa and Disease," 188-209

& Steven Spiegel, etal. "Health and Disease," 450-457

Nov. 11 Video Screening

First draft of final paper due in class

X. The Environment

Nov. 16 John Vogler, "Environmental Issues," p. 352-366

Nov. 18 Steven Spiegel, et al. "Resource Issues," p.467-500

Nov. 23 James Gustave Speth. "Two Perspectives on Globalization and the Environment," 1-18

Second draft of final paper due in class

Nov. 24-28 **THANKSGIVING HOLIDAY**

XI. Colonialism and Diaspora

Nov. 30 Steven Spiegel. "Imperialism and Its Victims," p.155-199

Steven Spiegel. "Demographic Trends: Migration" p.441-448

Final draft of final paper due in class

Dec. 2 Review for the final

Dec. 7 **Final exam**