

INTS 100  
**Introduction to Global Studies**  
Fall 2019

**Instructor:** Stephanie Powell-Hellyer  
E-mail: [spowell@unbc.ca](mailto:spowell@unbc.ca)  
Office: TBD  
Office Hours: TBD or by Appointment  
Lectures: Mon/Wed 10:30-11:20  
Location: Agora 7-212

**Friday Tutorials:**  
T1: Fri 8:30-9:20  
T2: Fri 9:30-10:20  
T3: Fri 10.30-11.20  
T4: Fri 2:00-2:50  
Room: Geoffrey R Weller Library 5-155

**Teaching Assistants: TBD**

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### Course Outline and Outcomes

Globalization. A term frequently used when describing potential causes and consequences of increasing global connectedness. But what does globalization really mean? Does this definition change in different contexts? Together, we will analytically examine 'globalization' and how it affects our daily lives. INTS 100 is the first step in your academic journey to becoming knowledgeable global citizens, global thinkers, and global problem-solvers. In this course we will take a 'big picture' and interdisciplinary look at global issues that we are increasingly exposed to every day through global communication and social media. Issues to be covered in this course include (but are not limited to): human and environment interaction; population growth and consumption; migration, labour and well-being; human rights and social justice; complexities of global economies and trade; how the idea of 'security' has expanded beyond our traditional definitions to include all aspects of our daily lives (e.g. food, water, energy); conflict, global community and terrorism.

Upon successful completion of INTS 100, you will be more knowledgeable about the main actors, processes, ideas, and issues shaping our planet and its societies. You will be able to identify these forces and actors at work in the context of specific issues. Finally, it is my hope that the course inspires students to learn more about their world and to begin posing their own questions about how humanity should respond to the many challenges that face the planet.

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### Required Text and Readings

The required readings for this course may seem overwhelming at times, but they are essential in your success and to effectively participate in discussions and tutorials.

**Text:** Orend, Brian. 2019. Introduction to International Studies. Oxford University Press (Second Edition). Available at UNBC Bookstore for purchase.

*Tutorial reading* list will be posted to Blackboard.

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### Course Outline and Format

As an instructor, I aim to ensure a productive and effective learning atmosphere for all students in my classes. Just as different instructors have different teaching techniques, students have different learning styles. Lectures alone are not always the most effective means of ensuring a higher level of student comprehension. We will have two lectures per week, as well as one tutorial. Over the next thirteen weeks, we will meet for formal lectures, guest lectures, class-activities, group discussion and to view documentaries.

Lectures ***will not regurgitate*** the assigned readings, rather they will be an opportunity to amplify or supplement reading content with real-life context, examples and case studies. Therefore, it will be important to complete the assigned

readings, attend lectures and take an active part in class. Assigned readings will often be used for in-class activities and discussions.

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### What do I need to be successful in this course?

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Come to class prepared to listen, to engage in discussions and show interest! Put away your devices (yes, even in big classes we notice students texting, etc.). Don't be afraid to ask questions. Be open to new ideas and viewpoints. Keep up with your readings and demonstrate that you have given the course content thought. When questions are asked, think about the "so, what?", "why is this important?" and "how is this significant?". When you think about your viewpoint or opinion, *push yourself* to expand that idea by asking yourself 'so, what?' and go from there. Ensure you check Blackboard regularly for new material that may be posted based on student interest.

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### Course Requirements and Evaluation

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#### Tutorial Participation (20%)

On-Going

The participation grade is based on your attendance and level participation in tutorial. Attendance will be taken every week starting Fri Sept 13<sup>th</sup> for a total of ten tutorials.

\*\*NOTE: No tutorials Sept 6, Oct 11, Nov 8

#### Reflective Journals (3 x 5% =15%)

Sept 30, Oct 30, Nov 13

Details to be discussed in class and presented by ASC.

\*\*Bonus Journal #5 Due Mon Nov 25<sup>th</sup>

#### Midterm (20%)

Oct 9<sup>th</sup> (In-class)

There is a mid-term exam worth 20% of your grade. Please note that most students find this exam challenging because you have only a short time (50 minutes) to answer a lot of questions.

#### Shake Hands with the Devil Assignment (15%)

Nov 27<sup>th</sup>

#### Final Exam (30%)

TBD

Scheduled by the UNBC Registrar to take place during Dec 4-14<sup>th</sup>. The final exam will draw upon lectures, documentaries, discussions and readings, from the entire course.

**It is strongly recommended to that you make travels plans after exam scheduled has been released as alternate/make-up exams will not be given.**

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### Policy on Late Assignments and Missed Exams

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Extensions on assignments *will only* be permitted in the event of illness (physician's note required) or serious extenuating circumstances. Please note that students will be treated sympathetically if they have a good reason to request an extension (e.g. illness or family emergency). Poor time management or confused priorities do not constitute good reasons for an extension. It is the responsibility of the student to contact the instructor *prior* to the assignment's due date in order to request an extension. Student must provide the instructor with documentary evidence of the illness or serious extenuating circumstances. The student must also provide the instructor with a draft of his or her assignment at the time of the illness/serious extenuating circumstances to demonstrate that substantial progress has already been made towards a final product.

Written assignments without an approved extension that are not submitted by the end of class on the due date will be penalized 2% per day (off total mark).

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## Email Communication & Blackboard

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Any communication regarding INTS 100 (cancelled class, changes, etc.) will be sent to your student UNBC email account, so please be sure to check your email! I will happily answer any email queries that you might have – I check email during regular office hours (e.g. not evenings and weekends). I always aim to respond to emails within 24 -48 hours (not including weekends or holidays). Please do not email me and expect an immediate response. Please do not email me exam or assignment related questions the night before the exam or due date of an assignment. Ensure emails are polite and courteous, beginning with the salutation “Hello”/ “Good Morning/Evening” or “Dear Stephanie”, not “Hey Steph”.

From UNBC Undergraduate Calendar regarding E-mail Communication:

*E-mail is one of the official means of communication between UNBC and its students. All students are assigned a UNBC e-mail address upon course registration. The e-mail address assigned to a student by the University will be the only e-mail address used by UNBC for communication with students for academic and administrative purposes. Students are responsible for checking their UNBC e-mail account regularly so as to remain current with administrative and academic notifications. It is the student's responsibility to ensure that time-critical e-mail is accessed, read, and acted upon in a timely fashion. If a student chooses to forward University e-mail to another e-mail address, it is the student's responsibility to ensure that the alternate account is active.*

It is important to check your INTS 100 Blackboard often. I will post draft lectures prior to their delivery and will later update the lecture (sometimes lectures go in a different direction! I will take my cue from the class). Other essential announcements, readings and resources will be posted to Blackboard as well.

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## Access Resource Centre

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Students with diverse learning styles and needs are welcome in this course. If you have a disability or health condition that may require accommodations, please feel free to approach me and/or the UNBC Access Resource Centre (ARC) as soon as possible. ARC staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations to assist you in achieving your academic goals. ARC is located in the Teaching & Learning Building in Room 10-1048. More information regarding registration can be found at [www.unbc.ca/access-resource-centre](http://www.unbc.ca/access-resource-centre). They can also be reached by telephone at 250-960-5682 or email at [arc@unbc.ca](mailto:arc@unbc.ca).

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## Academic Success Centre

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The Academic Success Centre provides students with **FREE** access to academic support services:

- Tutoring (face-to-face, online, or drop-in)
- Personalized study skills assessments
- Peer-led course supports
- Downloadable handouts
- Access to self-assessment sites
- Customized programs and workshops

For more information or to book an appointment, see the Academic Success Centre website at [www.unbc.ca/asc](http://www.unbc.ca/asc), visit the circulation desk on the first floor of the library, or phone 250-960-6367.

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## Plagiarism

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Plagiarism means representing someone else’s work as your own. It is a serious offence, punishable by academic sanctions. When you incorporate the words, ideas, graphics, or other products from someone else’s work into your projects, you must give credit by providing a citation and reference to the source work.

It is your responsibility to:

- understand what plagiarism is
- be familiar with and understand the information on plagiarism provided by the Academic Success Centre at their website (<http://www.unbc.ca/academic-success-centre/handouts>)

- be familiar with the UNBC policy on Student Conduct, and on plagiarism and other academic offences, as described in the UNBC Undergraduate Calendar.

\*\* Students are reminded that submitting for credit any academic work which has been submitted (or where credit has already been obtained) in another course is listed among academic offences.

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### Grading

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Letter grades are submitted to the registrar. Number grades on assignments will be converted to letter grades at the end of term.

Grade: A+ (90-100%)	Grade: B+ (77-79.9%)	Grade: C+ (67-69.9%)	Grade: D+ (57-59.9%)	Grade: F (0-49.9%)
Grade: A (85-89.9%)	Grade: B (73-76.9%)	Grade: C (63-66.9%)	Grade: D (53-56.9%)	
Grade: A- (80-84.9%)	Grade: B- (70-72.9%)	Grade: C- (60-62.9%)	Grade: D- (50-52.9%)	

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### Tutorial Participation (20%)

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The participation grade is based on your attendance and *level participation* in tutorials. Attendance will be taken every week starting Fri Sept 13<sup>th</sup> for a total of ten tutorials. You are expected to take an active role in tutorial discussions and to have completed any assigned readings. It will be important to learn what is expected of students when emphasis is placed on tutorial participation. Showing up to class every day is just the start! As instructors, we look for students participating in the discussions by asking questions of other students and demonstrating not only your knowledge of the subject/topic, but also comprehension and ability to think critically. When possible take the initiative! For those students who may not be as comfortable speaking out in front of groups, participation also means actively listening, engagement and being ‘present’ in the tutorial.

Tutorials do not work if students do not participate; therefore, students need to take responsibility for their participation. If you think a tutorial is boring, you should review your own participation. The following are some suggestions to maximize tutorial class participation and success:

- Answer or attempt to answer questions from the instructor or other students. Discussion is a primary goal of the tutorial format.
- Ask questions of the group. Asking questions can draw others into the discussion ("I find this concept intriguing, but can it feasibly be applied?"). Asking questions or exploratory comments can also be appropriate when a question is vague ("Perhaps this question is actually two separate issues.").
- Do not be afraid to disagree. The discussion that springs from disagreement can be uncomfortable, but it can also be very productive. For some questions there are no right answers; exploring a question from different perspectives can result in a much more nuanced understanding.
- Give positive feedback to the tutorial leader. ("Thanks for that down-to-earth example. It makes the concept much clearer.")

#### Preparation:

- In order to get the most out of a tutorial, you have to be prepared.
- Read all of the assigned readings and finish any associated assignments.
- If you do not understand everything within the readings, find other background sources to fill in your gaps in knowledge.
- Take some time immediately before the tutorial to review the readings.
- Bring the readings and your notes to the tutorial to use as references.
- What do you agree or disagree with? More importantly, what do you have mixed feelings about that you would like to sort out?
- How does the material relate to the rest of the course?

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## Reflective Journals (3 x 5%)

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**Due Dates:** Sept 30, Oct 30, Nov 13

Hard copy (no email assignments accepted)

Based on assigned class and tutorial readings, lectures, tutorials, guest lectures and documentaries, you will be required to submit a reflective journal. You will draw on themes presented in both class and assigned readings as well as your critical reflective thinking as they pertain to course topics/themes. It is strongly encouraged that you review the ASC Handout on *Reflective Writing* posted to course Blackboard.

*Format:*

- 1000-1500 words (approx. 2-3 pages)
- 1" margins, is double-spaced, 12 pt font, Times New Roman or Arial Font.
- Hard Copy due **at the beginning of class**

If you quote from the article or other course material, or if you use sources based on outside research, you need to write your reference sources using the Chicago Manual of Style author-date referencing system.

The Department of Global/International Studies has adopted the Chicago Manual of Style as its 'department style', however, I will accept any of the main citations styles as long as your formatting is consistent.

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## Shake Hands with the Devil Assignment (15%)

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**Due Date:** Nov 27<sup>th</sup>

As a class, we will view "Shake Hands with the Devil" about the Rwandan Genocide. You will then be required to choose one of the options presented below (further detail posted to Blackboard).

**Assignment Instructions:**

1. Read text: Chapter 7-Armed Conflict, Part 1: Causes and Outbreaks & Chapter 8-Armed Conflict, Part 2: Methods and Aftermaths.
2. View in class: Shake Hands with the Devil
3. Choose ONE of the two Options.
4. Complete a 4-5-page Reflective Journal including both analysis and reflection. See ASC Handout posted to Blackboard.

**Option A: Compare and Contrast**

View another documentary:

Hotel Rwanda OR Shake Hands with the Devil: The Journey of Roméo Dallaire

With Shake Hands with the Devil (shown in class)

\*\*if you know of another Documentary focusing on Rwandan Genocide and would like to include in your assignment, please email instructor well in advance to gain approval for use.

**Option B: Consult Other Resources**

Either 3 Podcasts:

The Rwandan Genocide: BBC World Service, Witness: Archive 2014 (9:08 mins)

Immaculée Ilibagiza on the Rwandan Genocide, The Bridgehead. Jonathon Van Maren (25mins)

Let's Talk About Surviving the Rwandan Genocide with Dydine Umunyana

\*\*or a chosen Podcast that you may have found

Or

Other Written Resources

1. Book 1 p.1-p.111: The lion, the fox & the eagle: a story of generals and justice in Yugoslavia and Rwanda / Carol Off. [on reserve in library]
2. Shake hands with the devil: the failure of humanity in Rwanda / Roméo Dallaire with Brent Beardsley.[on reserve in library]
3. Berdal, Mats. 2005. "The United Nations, Peacebuilding, and the Genocide in Rwanda." Global Governance 11, no. 1: 115-130. Posted to Blackboard
4. Literature of choice. Be sure to identify literature chosen for assignment to demonstrate work completed.

## Lecture & Tutorial Schedule

### Weekly Lecture Topics and Assigned Readings

Week/Date	Topic	Readings, Assignments & Activities
Week 1 Sept 4	Introduction Interest Inventories	Complete Interest Inventories in class. **No tutorial Friday Sept 6 <sup>th</sup>
Week 2 Sept 9/Sept 11	<b>Setting the World Stage:</b> Core Concepts and Historical Concepts  Kristi Muchalla, ARC (Sept 9) Nico Turner ASC (Sept 11)	Text Ch. 1. Core Concepts and Historical Contexts. p.2-39
Week 3 Sept 16/Sept 18	Population and Environment	Text Ch. 2. Population and Environment p. 42-80
Week 4 Sept 23/Sept 25	Comparative Culture	Text Ch. 3. Comparative Culture p.84-117
Week 5 Sept 30/Oct 2	<b>Core Dynamics: Nation vs. World</b> Foreign Policy and International Politics  International Law and Organization	Text Ch.4. Foreign Policy and International Politics p.122-151 <b>Journal #1 Due Sept 30<sup>th</sup> – hard copy, beginning of class</b>
Week 6 Oct 7/ Oct 9	<b>In-class Midterm (Oct 9)</b>	** No Tutorial Friday Oct 11th – Happy Thanksgiving!
Week 7 Oct 14 (no class)/Oct 16	No class Oct 14 <sup>th</sup> International Law and Organization	Text Ch. 5. International Law and Organization p. 155-183
Week 8 Oct 21/Oct 23	Armed Conflict 1&2: Causes, Outbreak, Methods and Aftermaths	Text Ch 7. Armed Conflict Part 1: Causes and Outbreak p. 188-222 Text Ch. 8. Armed Conflict Part 2: Methods and Aftermath p. 226-255
Week 9 Oct 28/Oct 30	View “ <i>Shake Hands with the Devil</i> ” in class	<b>Journal # 2 Due Oct 30 – hard copy, beginning of class</b>
Week 10 Nov 4/Nov 6	<b>Newer Issues of Soft Power: Improving Well-Being</b> Human Rights	Text Ch. 9. Human Rights p.302-332 <b>*No Tutorial Friday Nov 8<sup>th</sup>**</b>
Week 11 Nov 11 (no class)/ Nov 13	Global Public Health	Text Ch. 10. Global Public Health p. 336-366 Text Ch. 11 International Aid & Development p.372-400 <b>Journal #3 Due Nov 13th – hard copy, beginning of class</b>
Week 12 Nov 18/20	International Aid & Development	Text Ch. 12 Conclusion p. 404-415
Week 13 Nov 25/Nov 27	Wrap-up, review and conclusions.	<b>“Shake Hands with the Devil” Assignment due Nov 27<sup>th</sup>.</b>
Week 14 Dec 2	Review	

Scheduled by the UNBC Registrar to take place during Dec 4-14th. The final exam will draw upon lectures, documentaries, discussions and readings, from the entire course.

It is ***strongly recommended*** to that you make travels plans after exam scheduled has been released **as alternate/make-up exams will not be given.**

<b>Discussion Starting Question</b> *The discussion question is a starting point for discussions and is by no means the only questions to be asked at the tutorial.	<b>Readings -Posted to Blackboard</b>
<b>Tutorial One Sept 13 (Week 2):</b> What Globalization is not and how is it defined? What is Global Studies?	1. Scholte, Jan Aart. 2008; 2007;. Defining globalisation. World Economy 31 (11): 1471-502. 2. Juergensmeyer, Mark. 2013. "What is Global Studies?." Globalizations 10, no. 6: 765-769.
<b>Tutorial Two Sept 20 (Week 3):</b> Political ideology and religion: The Case of ISIS	Juergensmeyer, M. (2018). How Cosmic War Ends. Numen: International Review For The History Of Religions, 65(2/3), 125-140.
<b>Tutorial Three Sept 27 (Week 4):</b> Is there a link between security, migration and environmental refugees?	Connell, J., & Lutkehaus, N. (2017). Environmental Refugees? A tale of two resettlement projects in coastal Papua New Guinea. Australian Geographer, 48(1), 79-95.
<b>Tutorial Four Oct 4(Week 5):</b> Human security vs. national security – which one is more important?	Lama, M. P. (2018). Human vs. National Security. Global-E: A Global Studies Journal  Human Security and National Security compares and contrasts these two overarching paradigms. Chapter 15 Handbook on Human Security: A Civil-Military-Police Curriculum (p. 141-145)
<b>No Tutorial Week 6 (Oct 11) ** Thanksgiving Weekend*</b>	
<b>Tutorial Five Fri Oct 18 (Week 7):</b> What is “Brexit”? What does it mean for the rest of the world?	Jasper, William F. 2016. "Brexit: Rejecting Globalism." New American (08856540) 32, no. 15: 17-21  Matthews, Owen. 2016. "Brexit Wounds." Newsweek Global 167, no. 1: 12-16.
<b>Tutorial Six Oct 25 (Week 8):</b> NAFTA and the Trade Dispute	<i>Do some quick research about the NAFTA trade dispute between Canada, United States and Mexico. What are the basic facts? What position is each country taking? If you were to decide the fate of this agreement, what would that decision be? Be prepared to share your findings and decisions.</i>
<b>Tutorial Seven Nov 1 (Week 9):</b> Do you agree with the R2P doctrine?	Moravcová, Š. (2014). The Controversy over Humanitarian Intervention and Responsibility to Protect. Perspectives: Central European Review of International Affairs, 22(2), 65-86.
<b>No Tutorial Week 10 (Nov 8) **Remembrance Day**</b>	
<b>Tutorial Eight Nov 15 (Week 11):</b> Human rights and global health: Case study of Syria	Akbarzadaa, S., & Mackey, T. K. (2018). The Syrian public health and humanitarian crisis: A 'displacement' in global governance? Global Public Health, 13(7), 914-930.
<b>Tutorial Nine Nov 22 (Week 12):</b> Human Rights and Cyberspace: Edward Snowden: Hero or Traitor?  **If possible view “Snowden” on Netflix!	Shackelford, Scott J. 2017. "Human Rights and Cybersecurity Due Diligence: A Comparative Study." University of Michigan Journal of Law Reform 50, no. 4: 859-885.  <b>Optional:</b> Edward Snowden: Hero or Traitor? Considering the Implications for Canadian National Security and Whistleblower Law.
<b>Tutorial Ten Nov 29 (Week 13):</b> Course Debrief: How (specifically) have your ideas of globalization changed over the course of the semester?	No assigned Readings – Bring review notes from readings.