

## **IRG 320F: Foundations in International Relations and Global Studies**

Summer I Session: June 4-July 9, 2020

<https://utexas.zoom.us/j/98035546610> (password: IRG320F)

MTWThF 10-11:15am

Instructor: Dr. Michael R. Anderson

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Office hours: MW 11:30am-1pm (by appointment on Canvas)

### **Course description and objectives:**

This course is designed to provide foundational knowledge in International Relations and Global Studies, providing a link between the introductory course (IRG 301) and capstone seminar (IRG 378) or honors thesis (IRG 678) for IRG majors. The scope and the theme of the course crosscut the broad subject areas of the major's four tracks: international security; international political economy; science, technology, and the environment; and culture, media, and the arts.

There are two over-arching objectives of this course. The first is to examine in detail key controversies surrounding the contemporary era in international affairs. Using insights from history, political science, economics, geography, anthropology, and area studies, we will examine the nature of today's international system, the possibility of political and economic global governance, as well as the state of international civil society. A second, related objective is to help students conceive a project for their capstone seminar or honors thesis, normally taken soon after the completion of IRG 320F. Through the process of writing a literature review on a contemporary global challenge or controversy, students in this course will lay the foundation for a successful capstone/thesis experience.

Classes for this online-only summer course alternate between more traditional lectures led by the instructor and small-group, discussion-based sessions moderated by the instructor and teaching assistants centered around student-led debates on specific topics.

### **Required text:**

CQ Researcher, *Global Issues 2020* (SAGE Publications, 2020).

### **Grading overview:**

<u>Assignment</u>	<u>Percent</u>
Class attendance	5
Class participation	10
Debate presentations (4)	20
Reflection papers (7)	35
Literature Review: Summary/outline	10
Literature Review: Essay	20

## **Explanation of grading criteria:**

Class attendance (5 percent): This online summer course is *synchronous* with the regular class time schedule (M-F 10-11:15am). Students are expected to attend each class session via Zoom. Six times during the summer session, unannounced in advance, the teaching assistants will take note of those in attendance (this may occur at any point during the session). If technology or other factors prevent you from attending on a given day, please notify the instructor or a teaching assistant as soon as possible. Students are granted one unexcused absence without penalty.

Class participation (10 percent): This course places a premium on student participation; indeed, the course is designed so that *half of the sessions are student-led*. Students are expected to participate in each class session by responding to questions or prompts by the instructor during large-group lectures or by asking follow-up questions of the discussion leaders in small-group debates.

Debate presentations (20 percent): Every other day, class sessions will be led by six discussion leaders. Discussion leaders will be assigned a debate position (Yes or No) to one of three sub-questions in the assigned reading and are responsible for articulating their position to their classmates in *a five-minute presentation*. Students need not use audio/visual aids in their presentations. Student presenters should draw supporting evidence not only from the assigned reading, but from outside sources as well, making special use of the UT Library database “[Gale in Context: Opposing Viewpoints](#)” for scholarly and journalistic articles. Each student will serve as a discussion leader four times during the course, and their contribution each time will be graded on a five-point scale (5 = excellent, 4 = satisfactory, 3 = unsatisfactory).

Reflection papers (35 percent): Every two days, students are required to reflect on the broader global controversy or challenge under discussion and synthesize materials from 1) the lecture 2) the debate and 3) the required reading. In a reflection essay *between 400 and 500 words*, students should make specific note of the materials that helped frame this debate/controversy and offer their analysis of the state of the debate. Where are the primary points of contention, and where might there be points of convergence? What might be some key areas for future research? Each reflection paper will be graded on a five-point scale (5 = excellent, 4 = satisfactory, 3 = unsatisfactory). *\*Note: debate presenters will not be required to submit a reflection paper on days they are leading discussion. So of the 12 reflection papers assigned, students need to complete 8 total, with the lowest score dropped from their overall average.*

## Literature Review – Summary and Bibliography (10 percent):

Students are expected to select a particular controversy in international relations and global studies (apart from one previously used in a reflection essay) that they would like to explore in greater depth. Gale in Context provides the best overview of many international and global controversies, along with specific links to further reading. For the assignment, students should state the nature of the controversy *in a summary between 400 and 500 words and include specific reference to academic/scholarly studies* on the subject. They also are required to include the titles of 6-8 academic journal articles that they found most promising as the basis for

a literature review. In addition to Gale in Context, students are encouraged to search the UT databases Academic Search Complete and JSTOR for additional scholarly sources.

### Literature Review – Essay (20 percent):

At the end of the class session, students are expected to write a literature review that assesses the state of the scholarly debate on the subject under discussion. During the course of the paper, students should be able to identify 1) major schools of thought or approaches to the subject, 2) significant turning points in how scholars have approached the subject over time, and 3) some of the areas that scholars have identified as in need of greater exploration in order to resolve disagreement. ***Papers should be 6-8 pages (double-spaced, 12-point font) and cite 10-12 articles, at least six of which must be peer-reviewed.*** All material that you use to support your paper should be cited. Please use Chicago-style citations from Kate L. Turabian's *A Manual for Writers of Research Papers, Theses and Dissertations* (8<sup>th</sup> ed., Chicago: University of Chicago Press). [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

Overall semester averages will earn the following letter grades:

93-100: A	90-92: A-		
87-89: B+	83-86: B	80-82: B-	
77-79: C+	73-76: C	70-72: C-	
67-69: D+	63-66: D	60-62: D-	0-59: F

### Resources and reminders:

**University Writing Center:** Because writing is an important part of this class, as well as a necessary skill for the job market, students are strongly encouraged to make use of the University Writing Center, FAC 211, 471-6222: <http://www.uwc.utexas.edu/>). The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

**University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Any student found guilty of scholastic dishonesty may receive an "F" in the course and be remanded to the appropriate University of Texas authorities for disciplinary action. For more information, view Student Judicial Services at <http://deanofstudents.utexas.edu/sjs>.

**Religious Holidays:** According to UT-Austin policy, students must notify the instructor of an impending absence at least 14 days prior to the date of observance of a religious holy day. If a student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the student will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Student Privacy:** The Family Educational Rights and Privacy Act (FERPA) requires that student privacy be preserved. Thus the posting of grades, even by the last four digits of the social security number, is forbidden. All communication will remain between the instructor and the student, and the instructor will not be able to share details of the student's performance with parents, spouses, or any others.

**Documented Disability Statement:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

**Technology:** DUO multi-factor authentication is now required for Canvas entry, and a required update to Zoom v. 5.0 must be completed as well. Students should contact ITS for support at <https://it.utexas.edu/>. Please use LAITS's new *Online Course Tech Support* chat tool for assistance with course technical problems and to reach human support if an automated answer is not readily available. The chat tool can be found on the left navigation bar in your Canvas course.

## **COURSE CALENDAR**

### **Thursday June 4**

Introduction to course

### **Friday June 5**

*Lecture:* The Present Global (Dis)Order

*Reading:* "The New Spheres of Influence" (PDF)

### **Monday June 8**

*Debate:* U.S. Foreign Policy in Transition

*Reading:* CQ Ch. 9

*Assignment:* Reflection paper 1 due by midnight

### **Tuesday June 9**

*Lecture:* The New Nationalism

*Reading:* "Why Nationalism Works" (PDF)

### **Wednesday June 10**

*Debate:* The European Union at a Crossroads

*Reading:* CQ Ch. 8

*Assignment:* Reflection paper 2 due by midnight

Thursday June 11

*Lecture:* The United Nations and World Order

*Reading:* “Go Your Own Way” (PDF)

Friday June 12

*Debate:* India Today

*Reading:* CQ Ch. 6

*Assignment:* Reflection paper 3 due by midnight

Monday June 15

*Lecture:* Democracy in Retreat

*Reading:* “Learning to Live with Despots” (PDF)

Tuesday June 16

*Debate:* Saudi Arabia’s Uncertain Future

*Reading:* CQ Ch. 2

*Assignment:* Reflection paper 4 due by midnight

Wednesday June 17

*Lecture:* Global Capitalism

*Reading:* “The Clash of Capitalisms” (PDF)

Thursday June 18

*Debate:* The Future of Cash

*Reading:* CQ Ch. 7

*Assignment:* Reflection paper 5 due by midnight

Friday June 19

*Lecture:* Foreign aid and the international development agenda

*Reading:* “The Human Capital Gap” (PDF)

Monday June 22

*Debate:* Africa in Transition

*Reading:* CQ Ch. 5

*Assignment:* Reflection paper 6 due by midnight

Tuesday June 23

*Lecture:* The Migrant Crisis

*Reading:* “Nowhere to Go” (PDF)

Wednesday June 24

*Debate:* Turmoil in Central America

*Reading:* CQ Ch. 3

*Assignment:* Reflection paper 7 due by midnight

Thursday June 25

*Lecture:* The Urbanization Dilemma

*Reading:* “Mean Streets” (PDF)

Friday June 26

*Debate:* Global Population Pressures

*Reading:* CQ Ch. 12

*Assignment:* Reflection paper 8 due by midnight

Sunday June 28

*Assignment:* Literature review summary and bibliography due by midnight

Monday June 29

*Lecture:* Cosmopolitanism and intolerance

*Reading:* “The Importance of Elsewhere” (PDF)

Tuesday June 30

*Debate:* The Israeli-Palestinian Conflict

*Reading:* CQ Ch. 1

*Assignment:* Reflection paper 9 due by midnight

Wednesday July 1

*Lecture:* The End of Privacy?

*Reading:* “The Digital Dictators” (PDF)

Thursday July 2

*Debate:* Algorithms and Artificial Intelligence

*Reading:* CQ Ch. 13

*Assignment:* Reflection paper 10 due by midnight

Friday July 3

*Lecture:* The Global Food System

*Reading:* “The Precision Agriculture Revolution” (PDF)

Monday July 6

*Debate:* Global Fishing Controversies

*Reading:* CQ Ch. 15

*Assignment:* Reflection paper 11 due by midnight

Tuesday July 7

*Lecture:* Environmental Governance

*Reading:* “The Climate Club” (PDF)

Wednesday July 8

*Debate:* Climate Change and National Security

*Reading:* CQ Ch. 14

*Assignment:* Reflection paper 12 due by midnight

Thursday July 9

Course wrap-up

Friday July 10

*Assignment:* Literature review essay due by midnight