

# GLOA101: Introduction to Global Affairs

Summer 2024, Session A (May 13 to June 17)

Instructor: Dr. Byunghwan 'Ben' Son

✉ [bson3\(at\)gmu.edu](mailto:bson3(at)gmu.edu)

🏠 <https://textvulture.github.io/>

**Communication:** The class is online asynchronous. By design, there are no particular office hours. Instead, your email ✉ will be answered within 24 hours (except for the weekend). Please do **not** use the Message function within Blackboard. All communications happen through GMU emails. For security reasons and in compliance with the University regulations, non-Mason emails will not be responded.

Direct Jump to [the schedule](#)

## Course Description

We live in an era in which anything is hardly 'domestic'. In this class, we study the driving forces that got us into this situation, namely, globalization. Rather than focusing on a specific event, country, or subject, we take a comprehensive approach to how the globalizing world affects cultures, societies, organizations, and individuals (and vice versa). The class serves as an introduction to the study of global affairs and aims to help students establish analytical tools to understand global issues.

## Course Delivery

This course will be delivered online using an **asynchronous**, non-real-time format via the Blackboard learning management system (or simply, Blackboard). There are well-known **pros and cons** of an asynchronous class. During a summer semester, committing to a regular real-time meeting, in-person or not, is challenging. This particular section is to accommodate this situation. Throughout the course of this class, *there won't be any real-time contact* by design, therefore. This by no means suggests that the course's workload is any lighter than an ordinary GLOA 101's. In fact, given that we are given only five weeks, you are expected to engage with the course materials more intensively than you do in other circumstances.

## Blackboard Login Instructions

Access to **Blackboard** and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the **IT Support Center website**. Navigate to the **Student Support page** for help and information about Blackboard. Make sure you run a system check a

few days before class. Become familiar with the attributes of Blackboard and online learning.

Yes, Mason is transitioning to Canvas, a new platform. This doesn't affect us, though, because much of the transition takes place after the summer.

## Course Objectives and Learning Outcomes

The objectives of this course are:

1. Familiarize students with key terms and related to global studies
2. Acquaint students with the multiple cultural, political, and economic dimensions that shape and are shaped by global processes
3. Encourage students to use an interdisciplinary lens to critically engage the representation of global issues and their potential solutions
4. Support students in developing academic reading and writing skills

By the end of this course, each student will (i.e., student 'learning outcomes'):

- Apply key terms to the study of global issues
- Describe the multiple dimensions of global processes
- Reflect critically on everyday representations of global issues and conflicts
- Identify in their own work and in that of others the elements of a strong academic analysis.

This course also fulfills the global understanding requirement in the Mason Core. It is designed to help you to meet at least three of the following learning outcomes at the completion of the course:

1. Identify and articulate one's own values and how those values influence one's interactions and relationships with others, both locally and globally
2. Demonstrate understanding of how the patterns and processes of globalization make visible the interconnections and differences among and within contemporary global societies
3. Demonstrate development of intercultural competencies
4. Explore individual and collective responsibilities within a global society through analytical, practical, or creative responses to problems or issues, using resources appropriate to the field

(These goals are quoted from the Mason Core website <http://masoncore.gmu.edu/global-understanding-2>)



## Course Requirement



### Required Textbooks

You are asked to complete all the readings no later than the end (and preferably, the beginning) of each weekly module (see below for the **reading schedule**). The importance of reading in higher education cannot be overstated. Much of the learning takes place while you're completing the readings. Our class serves to affirm what you've already learned from the reading. These readings are NOT available in the University Bookstore. An e-book version of the textbook is available for free in the library. If you prefer a hard copy, you can purchase it online very easily. Either way, you're responsible for securing the readings before the end of each module.

- Smallman, Shawn C., and Kimberley Brown. 2020. *Introduction to International and Global Studies*. 3rd ed, Revised and Expanded. Chapel Hill: The University of North Carolina Press.
- Additional articles are assigned. These will be made available in Blackboard.

## Software Requirement for Video Assignments

The preferred ways of making video assignments in this course are through online video-sharing platforms such as YouTube  and Vimeo . You can take these very simple steps:

- Record a video using your cellphone (*simpler*) or other video device. There are numerous videos in YouTube (e.g., like [this](#) one) which can help you record a, you know, YouTube video.
- Upload the video to a platform such as  or .
- You can make the video indiscoverable to random people of the internet if you want (e.g., ‘[unlisted](#)’ option in YouTube)
- Copy a link to this video.
- Finally, post to Blackboard a link to your video.

There’s no extra point for a fancy-looking video (But IF you’re into making fancy-looking videos, here’s an easy [first step](#)). Nor will there be any punishment for a crude one (as far as clarity is there).

Alternatively, you can use *Kaltura CaptureSpace*, which is embedded in Blackboard. Follow these step-by-step procedures [here](#). You can also upload your video or record new video from a mobile device (<https://goo.gl/r9xLPW>) and upload it directly to Blackboard Assignment in this course using Kaltura.

**NEVER** upload a whole video file (such as .avi, .mpg, or .MOV). A Dropbox or Google Drive link to such a video file is not acceptable either. There are security and efficiency reasons not to do so. File submitted in this kind of format will not be graded.

## Course Schedule

This course consists of five modules. Each module takes one week (seven days) to complete. At the beginning of each week (7:00 AM, Monday), the week’s module is made available. In our Blackboard page, go to “**Weekly Module**.” This is where things start and end. I strongly recommend that you also review the GMU Academic Calendar for [Summer 2024](#). Ours is Session A.

Week	Topics	Readings	Assignments
W1 (May 13-19)	Introduction; What is globalization	SB chs. 1, 2; Poast (2022)	MVG #1; CR #1
W2 (May 20-26)	Economic Globalization	SB chs. 3, 6; Frieden (2019); Lang and Tavares (2018); Nooruddin and Woo (2015); The United Nations (2017)	CR #2
W3 (May 27-June 2)	Political Globalization	SB ch. 4; V-Dem Institute (2024); Lührmann and Lindberg (2019); Davis and Morse (2018)	CR #3
W4 (June 3-9)	Global Conflicts, Crimes, and Terrorism	SB ch. 7; Huth et al. (2011); Jo and Simmons (2016); Jablonski and Oliver (2012); Harding and Nwokolo (2023); Shaffer (2014)	CR #4
W5 (June 10-17)	Global Environment & Health	SB chs. 9, 11; Kallis et al. (2018); Son and Bellinger (2022); Daoud et al. (2017)	MVG #2; CR #5

**Note:**

- SB: Smallman & Brown textbook. CR: Case Review / MVG: My View of Globalization
- Each week, SB chapters are the required reading that you need to complete in their entirety. All others are 'suggested' readings that are only partially featured in lectures but could help you with CR.
- Each week, there are lecture videos to watch. They can be found in weekly modules.



## Assignments (60%)

Given that the course is offered 100% online, the importance of completing assignments cannot be exaggerated. We have two different types of assignments.

1. **Case Review** ( $5 \times 10 = 50\%$ ): Case Review is to critique/correct/expand/supplement a short essay written by a large language model (LLM) such as [ChatGPT](#) or [Gemini](#). You will be given several such essays and asked to choose one (and only one), to which you will offer your comments (hence 'review'). These comments include:
  - to criticize specific parts of the essay.
  - to correct any wrong information presented in the essay.
  - to offer an example(s) for what the essay discusses.
  - to provide things that could be added.


An example as well as a video instruction can be found in Blackboard ('Course Contents'). The assignment entails quite a bit more reading than the required reading materials for each weekly module. To prevent you from wandering around in a complete wilderness, there will be a list of 'further reading' each week. This is not a required reading, but if you don't want to start from scratch, it should be helpful.

Here are things you have to keep in mind while completing this assignment.

- ☑ Use the 'Track Change' (what is [Track Change?](#)) option of Microsoft Word . As a Mason student, you have free access to MS Office, including Word (see the [instruction](#) if you don't have the program already). When submitting the file, be sure to keep the Track Change 'on' and choose 'All Markups' option.
- ☑ Do **NOT** submit a separate paper/essay. Instead, each part of your review should clearly identify which part of the AI-generated essay it is talking about.
- ☑ Citations/References if your review involves other sources. Use [author-year] style for citation. One of these two standard reference styles are acceptable: [APA](#) and [Harvard](#).
- ☑ Avoid footnote citations. Using footnote for other purposes is permitted.
- ☑ Do not submit a Page file. Only an MS Word  (again, you have free access to this!) file is acceptable.
- ☑ Be constructive and polite as if you are giving your feedback to your colleagues.
- ☑ At least **six** different comments (the more, the better).

Report essays are typically due each midnight Thursday (11:59PM). **Important:** make sure you also submit the *same exact file* to 'RE / Final Exam' tab in Blackboard. This is for streamlining grading and giving feedback. This 'double-submission' only pertains to RE.

A good review would include some—if possible, all—of these:

- Comments based on academic sources (the more, the better)
  - [Google Scholar](#)  may be very helpful (some [tips](#)).
- Specific examples (the more specific, the better)
- Clear writing
- Combining critique/expansion/supplement instead of focusing on one type of comment.
- Insightful comments

The deadline for each Case Review is Sunday midnight (11:59 PM).

2. **My View on Globalization** (10%): You will share your view of globalization during week 1. This is a non-graded but required activity. Then, during the last week (W5), you will revisit your post from the first week (W1) and reflect on how your view of globalization has changed during this course. Only the second reflection (W5) will be graded (but if you didn't submit the first, ungraded one, 2% penalty applies). To complete My View of Globalization, you will be asked to create and submit a short video. In making these videos, you should keep in mind:

- ☑ The length should not be longer than five minutes.
- ☑ Discuss your own opinion and/or experience of globalization with specific examples. You can talk about your personal experience or a subject you read/heard/watched.
- ☑ You don't necessarily have to show your face, but the video needs to start with a certain kind of identifying information (e.g., stating your name with a masked face).
- ☑ There is no specific format as long as you can demonstrate that it is your original work: It could be a video of slides with voice-over.
- ☑ Avoid offering a generic discussion. The more specific your story, the better.
- ☑ Incorporate class readings into your discussion.

Please consult the *Weekly Module* for the details of each assignment.

## Final Exam (40%), deadline: 11:59AM, 6/21

We have one final exam, which will take the form of an essay. A link that contains the essay question(s) will be made available on the left-hand side of our Blackboard page 24 hours in advance (that is, 11:59AM 6/20). The submission will be completed in the same link no later than 11:59 AM, 6/21. Do **not** consider this a 'take-home exam,' which would take a very long time to complete. Instead, this would be a typical final exam that takes 2-3 hours on average. We are taking this exam online only because, you know, it's an online class. You are given 24 hours because I want to give you some flexibility (life happens!). So, barring medical emergencies, there shall be absolutely no extension for this deadline.



The exam will be exclusively about the course readings and lectures. No matter how good a point you offer, answers based on non-class materials will not be graded.

## Grading Scale

>= 93.00	A	77.00 - 79.99	C+
90.00 - 92.99	A-	73.00 - 76.99	C
87.00 - 89.99	B+	70.00 - 72.99	C-
83.00 - 86.99	B	60.00 - 69.99	D
80.00 - 82.99	B-	<= 59.99	F

## COURSE POLICIES

### Assignment Submission

- Late submissions will be penalized with a reduction of 5% of the assignment grade per day. Assignments submitted on the same day *after* the class will be considered one day late. Weekends and holidays still count here (for example, a Monday submission of an assignment that was due Friday will be considered three days late). Beyond twelve days from the submission, the grade penalty for any late assignments will be equally 60%.
- If you are submitting a document file (i.e., MS Word), please include 1) your name (seriously!), 2) date of submission, 3) word count, and 4) title.
- **NO early submission.** Do not submit assignments early. Strictly adhere to the weekly module. That is, do not submit an assignment any earlier than *96 hours* before its deadline. One letter-grade reduction will accrue from an assignment not complying with this rule.
- And I repeat this: Please do **not** upload a video file itself (e.g., .mp4 or .mov) or a link to the file via Google Drive or Dropbox directly to the Blackboard Discussion Board. There are legal and ethical issues here. Video submissions made in these forms will not be graded. You should use instead a video-sharing service like  or  (or, alternatively, Kaltura). If you are using the likes of YouTube, you can simply submit a **link** to the video. Simple as that.

### Attendance / Make-up

Given the online, asynchronous nature of the course, there is no 'attendance.' To obtain the extension, you must submit to me a written request that identifies the date and cause of the emergency. This written request must be submitted no later than 24 hours after the designated deadline. The course is completed on June 17th and, by design, no extension can be granted beyond that.

## Log-in Frequency

You should check the course Blackboard site and your GMU email for communications from the instructor, at the very minimum, *four times* per week.

## Extra Credits and Incompletes ('I')

Following the [general guideline](#), there is absolutely *no* extra credits to be granted in this class to improve grades. Likewise, 'incomplete' is granted only under extraordinary circumstances such as medical emergencies and the student is already on the path toward a successful completion of the course. According to the Mason regulation, 'I' cannot be used just in anticipation of an unsatisfactory grade.

## Request of Regrading

If it is a simple calculation/typing error at my end, students can point me to it any time during the semester. For all other matters, students must wait 24 hours after receiving a grade or graded work before approaching me about the grade. If the student disagrees with the grade assigned, they can request re-grading by simply emailing me clearly stating which assignment/item they wish to be re-graded. Upon the request, I will reassess the **entire** assignment/exam. The grade can increase, decrease, or remain the same as a result of this re-grading.

## Academic Honesty

The principle of academic integrity is taken very seriously in this class. George Mason University has [Honor Code](#) with clear guidelines regarding academic integrity: [cheating](#), [plagiarizing](#), [stealing](#), and [lying](#) are strictly prohibited.

Plagiarism is of particular concern: 1) all work submitted must be your own; 2) when using the work or ideas of others, including fellow students, give full credit through accurate citations. While collaboration and learning from others, especially established scholars in the field is not only encouraged but also required, using someone else's words or ideas without giving them credit is plagiarism. If you quote directly from any text, you **MUST** use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. You must also follow proper citation rules to indicate that you are quoting directly from a text. If you paraphrase ideas, that is, convey the author's ideas in your own words, you must still cite the source, using an established citation format. Otherwise, even if you did not copy and paste the text, it still counts as plagiarism. In this class, APA Style is strongly preferred (use these resources: [Style Guide](#); [Online Citation Generator](#)).

**Your intentions do not matter**; if certain sentences/phrases of someone that is not you are used without citation, it is plagiarism even if you did not mean to do it. The re-use of papers, presentations, and other materials from one course in another course is not appropriate unless the instructor permits. I expect that submitted work has been prepared for this class only (In that sense, I strongly advise against consulting those student essay webpages where you can 'sample' some of the examples; they are generally a mishmash of plagiarized texts; besides, the qualities of those 'samples' are generally laughable). When in doubt, ask me for clarification. GMU provides a range of services to help with test anxiety, writing and study skills, personal issues, and other concerns.



If determined to be plagiarism by the Mason Honor Committee, The instructor is supposed to submit my recommendation for the 'consequence' for it. In this class, my recommendation is zero point for the assignment. Read a [full description of George Mason's Honor Code](#).

Please note that SafeAssign automatically reports the 'likelihood' of plagiarism found in any documents. While this likelihood may not necessarily mean the presence of actual plagiarism cases, I will pay extra attention to the submitted documents that are 'red-flagged'.

## AI usage policy

You can use AI-based programs such as ChatGPT or Gemini only for research purposes (i.e., finding topics or keywords). Using any computer program for **writing** in part or in its entirety will be considered plagiarism (using something that is not yours without citation) and cheating (consulting an unauthorized source). Not even for proofreading. Just not bothering at all to use it remains a great option.

I use the following three AI-writing detection services. A submitted written assignment that hits 75% chance of AI-writing or higher (the whole or part of the submission) in at least *two* of these services will be considered cheating and plagiarism.

- Zero GPT: <https://www.zerogpt.com/>
- AI Content Detector: <https://copyleaks.com/ai-content-detector>
- GPT Zero: <https://gptzero.me/>

## Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study, and personal growth.

An emphasis on diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard, and respected. Besides, it's a practical tool. You (will) live in an increasingly diverse society when practicing inclusiveness might help you in the long run (even if you do not agree with some of these values!). Please see [the full GMU diversity statement](#). You can check Mason University Life religious holiday [calendar](#). It is the obligation of the student to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent due to religious observances.

## Important Resource

The availability of these resources is subject to the GMU COVID19-related policies (<https://www2.gmu.edu/coronavirus>).

GMU Library: There are two libraries on Fairfax Campus: Fenwick and Johnson Center. You should be acquainted with these locations and how to use the library online catalog and databases. If you need any help with the library please do not hesitate contacting [the library staff](#).



Counseling Services: (703-993-2380; SUB I, Room 3129) provides individual and group sessions for personal development and assistance with a range of emotional and relational issues. In addition, the Learning Services Program (703-993-2999) offers academic skill-building workshops as well as a tutor referral service.

Office of Disability Services: (703-993-2474; SUB I, Room 2500) assists students with learning or physical conditions affecting learning. If you qualify for accommodation, the [ODS staff](#) will provide a form to give to your instructor at the beginning of every course. If you have a documented learning disability or other condition that may affect the academic performance you should: 1) Make sure this documentation is on file with the Office of Disability Services to determine the accommodations you need; and Talk with me to plan your accommodation needs, especially regarding exams.

Student Technology Assistance and Resource (STAR) Lab: Johnson Center 229; 993-8990; <http://media.gmu.edu>

## Other Policies

All other policies not specified in this syllabus follow the policies of GMU. See the details in the following links.

- University Catalog: <http://catalog.gmu.edu/>
- University Policies: <http://universitypolicy.gmu.edu/>
- Student Rights & Responsibilities: <http://chssundergrad.gmu.edu/rights>
- Student Privacy: <http://registrar.gmu.edu/ferpa/>
- GMU Writing Center: <http://writingcenter.gmu.edu/>

**Disclaimer:** *There are many links in this syllabus to YouTube videos and web documents for various purposes. I do not have any personal ties with any of the producers of these videos/documents. Nor do I benefit from them in any possible way. They are chosen simply because they tend to be intuitive and concise.*

## References

- Daoud, A., E. Nosrati, B. Reinsberg, A. E. Kentikelenis, T. H. Stubbs, and L. P. King (2017). Impact of International Monetary Fund programs on child health. *Proceedings of the National Academy of Sciences* 114(25), 6492–6497.
- Davis, C. L. and J. C. Morse (2018). Protecting trade by legalizing political disputes: Why countries bring cases to the International Court of Justice. *International Studies Quarterly* 62(4), 709–722.
- Frieden, J. (2019). The backlash against globalization and the future of the international economic order. In P. Diamond (Ed.), *The Crisis of Globalization: Democracy, Capitalism, and Inequality in the Twenty-First Century*, pp. 43–52. London: LB Tauris.
- Harding, R. and A. Nwokolo (2023). Terrorism, trust, and identity: Evidence from a natural experiment in nigeria. *American Journal of Political Science* Forthcoming. DOI: [10. 1111/ajps. 12769](https://doi.org/10.1111/ajps.12769).

- Huth, P. K., S. E. Croco, and B. J. Appel (2011, MAY). Does International Law Promote the Peaceful Settlement of International Disputes? Evidence from the Study of Territorial Conflicts since 1945. *American Political Science Review* 105(2), 415–436.
- Jablonski, R. S. and S. Oliver (2012). The political economy of plunder: Economic opportunity and modern piracy. *Journal of Conflict Resolution* 57(4), 682–708.
- Jo, H. and B. A. Simmons (2016). Can the international criminal court deter atrocity? *International Organization* 70(3), 443–475.
- Kallis, G., V. Kostakis, S. Lange, B. Muraca, S. Paulson, and M. Schmelzer (2018). Research on degrowth. *Annual Review of Environment and Resources* 43, 291–316.
- Lang, V. F. and M. M. Tavares (2018). The distribution of gains from globalization. IMF Working Paper. 18-54. Available at: <http://www.imf.org/~media/Files/Publications/WP/2018/wp1854.ashx>.
- Lührmann, A. and S. I. Lindberg (2019). A third wave of autocratization is here: what is new about it? *Democratization* 26(7), 1095–1113.
- Nooruddin, I. and B. Woo (2015). Heeding the Sirens: The Politics of IMF Program Participation. *Political Science Research and Methods* 3(1), 73–93.
- Poast, P. (2022). The ‘Golden Age’ of Globalization is Officially Over. World Politics Review. October 21, 2022. Available at <https://www.worldpoliticsreview.com/china-us-trade-war-globalized-economy/>.
- Shaffer, R. (2014, JAN). The Foundations of Modern Terrorism: State, Society and the Dynamics of Political Violence. *Journal of Politics* 76(1).
- Son, B. and N. Bellinger (2022). The Health Cost of Autocratization. *Journal of Development Studies* 58(5), 873–890.
- The United Nations (2017). Reflecting on seventy years of development policy analysis. World Economic and Social Survey. Department of Economic and Social Affairs. The United Nations. Available at: [https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/WESS\\_2017-FullReport.pdf](https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/WESS_2017-FullReport.pdf).
- V-Dem Institute (2024). Democracy report 2024: Democracy winning and losing at the ballot. <https://v-dem.net/publications/democracy-reports/>.