FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]
   Date: 2/5/14

2. Signature of Academic Dean:

   [Signature]
   Date: 2-19-14

3. Signature of Provost:

   [Signature]
   Date: 2/29/14

4. Signature of Business Affairs (only for course fees):

   [Signature]
   Date: ______________

   □ fee approved on __________
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:

   [Signature]
   Date: ______________

6. Signature of Budget Committee Chair (only for new programs):

   [Signature]
   Date: ______________

7. Signature of Academic Planning Committee Chair (only for new programs):

   [Signature]
   Date: ______________

8. Signature of Faculty Senate Secretary:

   [Signature]
   Date: ______________

Date Approved by Faculty Senate: ______________
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: **LISA M. SAMUEL**  
Phone: **953-3389**  
Email: **Samuell@cofc.edu**

Department or Program: **INTERNATIONAL STUDIES**  
School: **LCWA**

Subject Acronym and Course Number: **HONS 173**

Catalog Year in which changes will take effect: FALL _2014__________

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

[X] Add a New Course (complete parts C, D, F, G, H, I, J, K)

☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)

☐ Course Number

☐ Course Name

☐ Course Description

☐ Credit/Contact Hours

☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)

☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)

☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course is an “honors” version of the INTL 100 class. It is intended as a more rigorous and demanding version of the introductory course to the International Studies major with a maximum size of 15-20 students. Furthermore, the class is a key component of the IS Fellows program, which is designed to attract nationally competitive students to the School of Languages in conjunction with the Honors College. Part of the recruitment package for these students is that they all take the introduction to international studies class together in their first semester. It has been taught in the Honors College as a special topics section very successfully for three years, and we would now like to convert it to a catalog course.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This change does not impact any existing programs.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  School:  Subject Acronym:  Course Number:

Credit hours:  lecture  lab  seminar  independent study
Contact hours:  lecture  lab  seminar  independent study

Course title:

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable?  yes  no  If yes, how many total credit hours may the student earn?

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: International Studies  School: LCWA  Subject Acronym: HONS  Course Number: 173

Credit hours:  lecture  lab  seminar  independent study
Contact hours:  lecture  lab  seminar  independent study

Course title: Introduction to International Studies

Course description (maximum 50 words, exactly as it appears in the catalog):
The Honors version of the Introduction to International Studies course introduces a base of knowledge, analytical skills, and a vocabulary of concepts useful for understanding the multi-dimensional concerns of International Studies. Through an examination of international politics, economics, society, history, literature, and environment, this course will enhance the student’s appreciation for an International Studies approach to issues associated with global development. The Honors version of the course entails more in-depth discussion, a heavier reading loading, and more substantial written assignments.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it?  yes  no

If so, which course?  The Honors equivalent of INTL 100

Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):

Note: Cross-listed courses are equivalent.

Is this course repeatable?  yes  no  If yes, how many total credit hours may the student earn?

Is there an activity, lab, or other fee associated with this course?  yes  no  What is the fee?

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.
**G. COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.
There are no additional costs associated with this course.

**H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

These outcomes will be assessed on a 1500- to 2500-word paper, assessed in accordance with the following Rubrics.

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

<table>
<thead>
<tr>
<th>Description: identify and/or describe the primary source</th>
<th>Incorrect identification, description is inaccurate, inappropriate</th>
<th>Identification is insufficient, ambiguous, lacks detail</th>
<th>Identification is accurate, adequately detailed despite omissions</th>
<th>Identification is stated clearly and comprehensively and includes relevant information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context: situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td>Interpretation:</td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student's insight takes into account the complexities of</td>
</tr>
</tbody>
</table>

This form was last updated on 06/03/13 and replaces all others.
3. How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Please see rubrics above and below.

Yes.

**Grading Rubric (A.)**

A. International Studies and Course-Specific Learning Outcomes:

1. Students will demonstrate an ability to think globally from the perspective of multiple disciplines.

These learning outcomes will be demonstrated and assessed using a 1500- to 2500-word paper (outcome no. 1).

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Fails to Meet Expectations (1)</th>
<th>Approaches Expectations (2)</th>
<th>Barely Meets Expectations (3)</th>
<th>Meets Expectations (4)</th>
<th>Exceeds Expectations (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness: identifies and describes the global features of an issue, event, or artifact</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification / description is insufficient, ambiguous, lacks detail.</td>
<td>Identification / description is accurate, but inadequate and lacks detail.</td>
<td>Identification / description is accurate and adequately detailed.</td>
<td>Identification / description is stated clearly and comprehensivelly and includes relevant information.</td>
</tr>
</tbody>
</table>

| Multiple Perspectives: analyzes the issue, event, or artifact from multiple disciplinary perspectives | Student does not attempt analysis from multiple perspectives. | Student attempts analysis from multiple perspectives, but analysis is inaccurate or irrelevant in some ways. | Student offers analysis from multiple perspectives, but makes no effort to put the perspectives in conversation. | Student offers a solid analysis from multiple perspectives and makes effort to put the perspectives in conversation. | Student offers an exceptional analysis from multiple perspectives and clearly compares the contributions of each lens. |
A. International Studies and Course-Specific Learning Outcomes:
   1. Students will demonstrate an ability to think globally from the perspective of multiple disciplines.
   2. Students will become familiar with the various “ways of knowing” in different disciplines.
   3. Students will compare and contrast these different disciplinary perspectives on the local-global connections in the social, cultural, economic, political, geo-political, and international legal spheres.
   4. Students will acquire an understanding of the interdisciplinary and multidisciplinary aspects of the course, that is, to understand how different disciplines approach problems and questions, as well as how different disciplines connect with one another, or simply contradict one another, when it comes to methods and goals.
   5. Students will explore the notion that the modern age, and the interconnectedness of global people, events, and processes, are both so strong and complex that they ask us to move away from singular traditional methods of research and inquiry.

   These learning outcomes will be demonstrated and assessed using a variety of assignments, including a 1500- to 2500-word paper (outcome no. 1) and a reflective essay, an in-class exam, and small group geography presentations in class.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes  x □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

□ I have completed all relevant parts of the form.
☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
HONORS INTRODUCTION TO INTERNATIONAL STUDIES

Spring 2014

HONS 282-02 - to become HONS 173

TR: 10.50am – 12.05pm

Classroom: 10 Greenway, Rm. 200

Instructor: Prof. Lisa M. Samuel
Office: 9 Glebe Street, Rm. 202
Office Hours: unless otherwise indicated by the Instructor - Wednesdays, 11am – 2pm; and by appointment.
Telephone: 843-953-3389
E-mail: SamuelL@cofc.edu

Course Description
“Five hundred years ago Europeans explored the Western Hemisphere and broadened their commercial contacts with Africa and Asia, beginning a gradual process of bringing regions of the world together. The Industrial Revolution in the nineteenth century and the high-tech revolution in the twentieth century have brought many of us to the point today where a phone call is possible between someone riding a train in Peru and a climber standing atop Mount Everest...Never before has the world been so integrated. Politics, markets, culture, the media, and information are no longer local but global” (Anderson et al, 2013).

Introduction to International Studies is the core course of the College of Charleston’s International Studies major. As we progress through the course, you will work towards achieving the following Learning Outcomes:

A. International Studies and Course-Specific Learning Outcomes:
1. Students will demonstrate an ability to think globally from the perspective of multiple disciplines.
2. Students will become familiar with the various “ways of knowing” in different disciplines.
3. Students will compare and contrast these different disciplinary perspectives on the local-global connections in the social, cultural, economic, political, geo-political, and international legal spheres.
4. Students will acquire an understanding of the interdisciplinary and multidisciplinary aspects of the course, that is, to understand how different disciplines approach problems and questions, as well as how different disciplines connect with one another, or simply contradict one another, when it comes to methods and goals.
5. Students will explore the notion that the modern age, and the interconnectedness of
global people, events, and processes, are both so strong and complex that they ask us
to move away from singular traditional methods of research and inquiry.

These learning outcomes will be demonstrated and assessed using a variety of assignments, including a
1500- to 2500-word paper (outcome no. 1) and a reflective essay, an in-class exam, and small group
geography presentations in class.

B. General Education Student Learning Outcomes:
This course meets the following General Education requirements for Humanities:

1. Students analyze how ideas are represented, interpreted, or valued in various
expressions of human culture.
2. Students examine relevant primary source materials as understood by the
discipline and interpret the material in writing assignments.

These outcomes will be assessed on a 1500- to 2500-word paper, the details of which will be
provided to you on in due course.

Required Text
Oxford University Press, 2009 ("Steger").
(3.) Other readings, handouts and supplements which will be posted in OAKS, and/or
emaild to you, and/or distributed to you in hard copy throughout the semester. These are
marked with an * below.

Please Note: This syllabus, including the class schedule, readings, and assigned work and
exams, is subject to change as necessary, at the discretion of the Instructor. Changes will be
announced in class and by email. It is the responsibility of each student to keep up with all
readings and assignments.

Course Requirements and Grading

Class Format
So that we keep the course highly informative, interactive, thought-provoking and interesting, we
will have lectures and both class-size and small group discussions. During times set aside for
lectures, I will lay the ground-work for our topic(s) of the week, frame the discussions which will
emanate from the material, and suggest issues for such discussions. For other times, we will focus
on discussing key topics related to the earlier lectures. I will also use such times to address any
queries/doubts/etc. regarding course material which you may have.

Class Attendance
Attendance is mandatory. I will record your attendance at every class session. In general,
irregular, unexcused absences may lead to the reduction of your overall grade at my discretion.
Changes to this Syllabus are at the Discretion of the Instructor
HONS Intro. to International Studies
HONS 282-02
Spring 2014
Samuel

(see below for further detail). Furthermore, class participation counts for 15% of your final grade; at the risk of stating the obvious, if you are absent, you cannot participate.

Class Participation
You are expected to read all of the assigned material prior to the class for which it is assigned, and to actively participate in class discussions. Constructive, productive, respectful class discussion is something I take very seriously. I not only encourage it, but require it of each of you (see below re Class Participation and Courtesy in Class). Once we have such discussion going, I will not stifle it. This may mean that there are times when our class appears to go “off topic” – but do not assume this to be the case. Often such discussions lead to the new “ways of seeing” old material and ideas which I consider vital to your learning experience in my class.

Learning should not be viewed as a passive exercise in which you listen to your Instructor lecture on a particular topic. I expect you to participate in class discussions by asking questions and making observations about the readings, and by analyzing the topics critically. Critical thinking is an ongoing process of continuous assessment and reassessment of the dominant views in a field of study. My goal is to engage every body in a continuing dialogue with the readings and with each other. I value the quality of your comments. Please do not simply repeat what has been said in class. Attempt to provide an analysis of the material covered.

As noted above, part of your final grade will depend upon your class participation. The grade I assign for your class participation will be based on the quality rather than the frequency of your participation during class meetings. To improve the quality of your participation, finish the assigned readings for the week before coming to class and keep yourself informed of current global events by regularly following the news. You will be provided with reading guide questions – for most classes - that you should be able to answer after you are finished critically reading the assigned articles; these reading guides serve to highlight the relevant information. Additionally, think of the reading guides as a guide for in-class quizzes and exams.

If you do not feel confident about expressing your opinion(s) on a particular issue that is taken up for discussion, then ask a relevant question. Often, a thoughtful question that is well-formulated will earn you more points than an unsubstantiated and irrelevant statement. Think critically and analytically, and please do not hesitate to ask for explanations of terms used in class.

Examinations
You will be held responsible for all of the assigned reading material, as well as for all information, materials, and instructions which may not be addressed in the assigned readings, but which may be disseminated during classes.

There will be one in-class exam in the course of the semester. This exam will be taken in class on February 25, 2014. You will need Blue Books for the exam. The exam will consist of short answer questions.
Fair warning: I do not give multiple choice questions in exams. However, I do reserve the right to change the format of the exams, but with adequate notice to you. Make-up exams will be administered only in extreme circumstances with written and certified proof of such circumstances. We will have a review session prior to each exam.

Guidelines for exam preparation and for the taking of exams are below. Please read these thoroughly and carefully, and seek clarification from me if you do not understand any of them.

**Assignments**

(i.) In addition to the in-class exam and the 1500-2500 word paper, you will complete one typed, 3-page, double-spaced Reflective Essay entitled “Visiting the Red Carpet”, details of which will be distributed in class in the week of January 13, 2014. This paper is due to me in hard copy on the date which I will indicate to you in the week of January 13, 2014.

(ii.) Additionally, students will make short, oral presentations concerning the physical, human and economic geography of the regions which we will focus on during the semester. The regions to which will be assigned will be announced later in the semester. You will not be expected to turn in a written paper for these presentations; grades assigned will be based upon your critical understanding of the relevant materials, shown through your presentation in class, and your ability to respond thoughtfully and accurately to questions/concerns/issues raised in brief class discussion after you present. Each student must also be prepared to be called upon by the Instructor to offer critical insights into the topic at hand and the presentation made. All this will be taken into consideration in the assignment of students’ grades for class participation.

(iii.) You will also complete a (4-5 page) double-spaced, fully referenced Book Review of Cline, Elizabeth L. Overdressed: The Shockingly High Cost of Cheap Fashion. 2013. After reading this book, you will write a review in which you set out the following: 1.) Brief biography of author; 2.) Stated aim(s) of book; 3.) Main themes of book; 4.) Relate themes of book to class material; 5.) Critical analysis of book: what do you see as its strengths and weaknesses? Why? 6.) Evaluate whether or not it provides an accurate analysis of the state of international affairs today. This paper is due in hard copy on the date which I will indicate to you in the week of January 13, 2014.

**Grading**
The final grade will consist of the following:
- Reflective Essay 10%
- In-class Exam 20%
- Research Paper 30%
- Book Review 20%
- Geography Presentations 5%
- Participation 15%
Changes to this Syllabus are at the Discretion of the Instructor
HONS Intro. to International Studies
HONS 282-02
Spring 2014
Samuel

Grading Scheme

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

Your final grade will be determined by the quality of your work as set out above. I grade on a straight scale; I do not curve or otherwise judge your performance against that of your classmates.

If you wish to know your current grade standing in class, inquire with me about this in person. I do not give or “discuss” grades by email; this is to protect your privacy.

Remember that attendance is required and participation is taken into account in your final grade to a significant extent (see above). For some class sessions, you will be given and/or sent discussion questions about the readings by email, which you are expected to prepare for in-class participation.

Note: Your grade will be lowered if you have more than 3 unexcused absences. Unexcused absences in excess of 3 will result in grade penalties, and may include removal from the course roll. You are required to report your fourth and any successive absences with appropriate documentation to the Absence Memo Office at 67 George St. You are responsible for obtaining/studying all material, including readings, films, and lectures, whether you are present or absent from class. I will not normally grant extensions for assignments, and late assignments will be penalized. Papers are due on the dates stated at the beginning of class sessions. Emailed or late papers will face grade deductions. Every day a paper is late, your grade will be reduced by 5%; a paper more than 4 days late will receive an automatic grade of F. To reschedule a make-up exam, you must provide a formal excuse and the respective evidence, such as a doctor’s note routed through the Absence Memo Office.

Special Circumstances
If you have any kind of special circumstances which I should be aware of, please do let me know early on so that your learning needs may be appropriately met. If you have SNAP
accommodations of any kind, please make the appropriate notifications and arrangements with
the Center for Students with Disabilities within the very first week of class. Alternatively, if you
have any sort of undiagnosed learning disability, a physical impairment of any kind that will
require special arrangements for taking class notes, papers, or exams, if you are an athlete or a
member of any club or organization which will cause you to travel during our course, please let
me know so that the appropriate steps may be taken.

**Courtesy in Class**

As the semester progresses, you will be exposed to a wide range of perspectives, approaches,
practices, and opinions. These you will encounter in your assigned readings, and in the views
expressed by your instructor and fellow classmates. You may disagree with these on a personal,
religious, or scholarly level. However, you are expected **at all times** to demonstrate respect for the
views of your classmates, your Instructor, and the published scholars whose work you will read.
If you wish to discuss perspectives, approaches, practices, and opinions with which you may not
agree, you must do so in an informed fashion which demonstrates that you have engaged with the
relevant course material, and in a manner which does not belittle or intimidate. By us all adopting
such a posture, it is hoped that you will find our course to be a challenging, inspiring and
enlightening experience in which you have the opportunity to revisit and, perhaps, revise, what
you believe to be “truth” in the context of International Studies.

**Academic Honesty**

When you enrolled in the College of Charleston, you signed an Honor Code. I expect that you
will abide by that Code. I have zero tolerance for academic dishonesty. I reserve the right to
prosecute to the fullest any act of academic dishonesty, that is, plagiarism and/or cheating, etc.,
by reporting same to the Honor Board. Students should be aware of the College’s policies on
plagiarism as published in the **Student Handbook**. If you are unfamiliar with the College’s
plagiarism policy please consult your student handbook.

**Please Note...**

...my office hours and contact information as set out at the start of this syllabus. Please do not
hesitate to let me know if you have any questions, concerns, special circumstances, or problems.
If a crisis arises which will impact your ability to fully participate in our class, please contact me
ASAP so that we can work towards a resolution. Last, but not least, please know that if you
attend classes, complete your preparations, and attempt to participate in class, but still have some
difficulty, I will do my utmost to help you understand and engage the material – that said, you
must be sure to attend fully to your own responsibilities as part of our class.

**NOTE: Changes to this syllabus are at the discretion of the Instructor**

**Course Schedule**

**Jan. 9 – Introductions & expectations**

*No assigned reading*
Jan. 14 – What is International Studies?

No assigned reading

Questions to consider: What is International Studies? What disciplines together make up International Studies? Why do we approach learning about the world through International Studies, and not through a single discipline?

Part I: Introducing International Studies

(a.) Disciplinary Perspectives

Jan. 16 – International Studies – Perspectives on Global Issues: Historical Inquiry in International Studies


View in class (Short) Documentary: Jamaican Street Food

Jan. 21 – International Studies – Perspectives on Global Issues: Geography & Anthropology

*Anderson et al, excerpts from chaps. 2, 3

Jan. 23 – International Studies – Perspectives on Global Issues: Economics & Politics

*Anderson et al, excerpts from chaps. 4, 5

(b.) Concepts and Connections

Jan. 28 – What is Globalization?

Steger, chap. 1

&

Globalization, History, and International Studies

Skim Steger, chap. 2; and review * Sen, “Judging Globalism”

Reading Guide: What does “globalization” mean? When did globalization begin? How did globalization begin?


Steger, chap. 3 & *Mingst, Economic Liberalism – excerpts; & *Griswold, Mad About Trade”; & *Griswold, Shipping Out Jobs

Reading Guide: What does the economy have to do with globalization? What is economic globalization? What role do governments play in this context? And international economic institutions? And transnational corporations? What is the IMF? What was it created to do? What does it do now? What are structural adjustment programs? What characteristics do they have? What is the GATT? And the WTO? What were they created to do? What is the World Bank? What was it created to do? What does it do now? What is neoliberalism? Give examples of neoliberalism in practice. Are the benefits of free trade distributed evenly among all countries? If
not, why not? Is it correct to assume that markets will regulate themselves? Have we learned anything about this from the financial situation facing the world today?

Feb. 4 - Globalization – An Economic Phenomenon? Part II
Review: Steger, chap. 3; & *Mingst, Economic Liberalism – excerpts; & *Griswold, Mad About Trade”; & *Griswold, Shipping Out Jobs


Feb. 6 – The Globalization of Politics? Part I
Steger, chap. 4

Reading Guide: What, in general, is political globalization? What, in general, does political globalization involve? What is the extent of political globalization, i.e., how far has this process “gone”? Discuss Steger’s 3 “fundamental questions”: (a.) is it really true that the power of the nation-state has been restricted by huge flows of capital, people, and technology across territorial boundaries? (b.) are the main causes of these flows found in politics or economics? (c.) are we now living in an age of “global governance”? Why might it be argued that the power of the state is being eroded? What patterns might we identify which suggest this? On the other hand, why might we say that the state is still powerful in its own right? And on another hand (!), could we say that the role of the state has changed? If so, how? What is “global governance”? Is global governance challenging the traditional power of the state?

Feb. 11 – The Globalization of Politics? Part II

Reading Guide: As above Feb. 6

Feb. 13 – Globalization – Putting (some of) the Pieces Together
No assigned reading
View in class Documentary – Life and Debt – selected sections

Feb. 18 – Globalization & Culture: One World or Clashing Cultures?
Steger, chap. 5 & view in class You-tube clip: War – No More Trouble – Playing for Change & selections from Anthony Bourdains, Parts Unknown - Egypt

Reading Guide: Does globalization make people around the world more alike or more different? Why? Are we witnessing the “Americanization of the world”? Do you think that cultural diversity is destined to vanish? If not, why not? If so, why? What is the role of the media in cultural globalization?

Feb. 20 – Review for In-Class Exam

Feb. 25 – In-Class Exam
Part II: Applying Different Perspectives to Global Issues

a) The Ethics, Economics & Politics of Trade & Development

Feb. 27 – Laying the Foundation, I

*Reeves, Don/Jashinta D’Costa, “Poverty in a Global Economy”
*Moon, Bruce, “Free Trade vs. Protectionism: Values and Controversies”

Reading Guide: What is development? What is poverty? What is inequality?
Global inequality? Inequality within developing countries? Inequality in the US?
What is the Human Development Index? What is the impact of globalization on poverty?
What is sustainable development? Think about anti-poverty strategies which we
might implement in the global economy. Is a ‘one size fits all’ approach feasible?

March 1 – March 9 – SPRING BREAK
Enjoy and Be Safe!

March 11 – Laying the Foundation, II

No assigned reading.
and class discussion.

March 13 – Begin “Lessons from Mexico” (below)

March 18 - Lessons from Mexico

No assigned reading.
View in class Maquilapolis documentary
and preliminary class discussion.

March 20 – Lessons from Mexico, continued

*Tuttle, Carolyn. Mexican women in American factories: Free Trade and exploitation on the border. University
Continued class discussion on Maquilapolis documentary, and discussion on
assigned reading.

March 25 – March 29: NO CLASS – ISA Annual Convention

April 1 – Lessons from the USA, Haiti, Bangladesh and Cambodia, I
(material variously dated May 2013-August 2013) selected from the NY Times,
Reuters.com, Cato at Liberty, and Prospect).
*“Death in Bangladesh: Triangle Fire Redux” ; *”In Bangladesh Rubble, the prices of profit”;
*”Barred by Wal-Mart, Bangladesh suppliers feel left on the shelf”;
*”A Cry for Worker Fairness”; * “No new cash for garment industry
Changes to this Syllabus are at the Discretion of the Instructor
HONS Intro. to International Studies
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Spring 2014
Samuel

safety in Bangladesh budget”; * “Public Outrage Over Factory Conditions Spurs Labor Deal”; *”Before You Buy That T-Shirt”; *”Economic Recovery, Made in Bangladesh?”; *”Bangladeshi accord shows limits of market forces”; * “Help Poor People in Bangladesh by Buying the Clothes They Make”; * “Don’t Blame the Brands”; * “Bangladesh still works for retailers, despite disasters”; * “White House confirms suspending trade benefits for Bangladesh”; * “Crazy Backward Policy Toward Bangladesh”; * “Not just Bangladesh, garment Makers pressured in Cambodia as well”.

Please note that for today’s class and the next, I will distribute assignment sheets allotting readings for each student’s leadership of class discussion. You will be expected to come to class on your assigned day with a summary which explains the main arguments of the day’s assigned readings, and a quote from one of your assigned readings which you found particularly interesting or problematic. You will present this to our class and briefly demonstrate how your quote relates specifically to a major idea/theme from the readings and why you found your selected quote particularly interesting or problematic. We will then have a short class discussion session on your presentation.

April 3 — Lessons from the USA, Haiti, Bangladesh and Cambodia, II
(material variously dated May 2013-August 2013) selected from the NY Times, Reuters.com, Cato at Liberty, and Prospect) AS ABOVE APRIL 1.

b.) Women in the Corporate World; the Caribbean; Africa; the United States; Latin America; the European Union

April 8 — Women in the Corporate World I

April 10 — Women in the Corporate World II
No assigned reading
Listen in class to interview given by Prugl, Elisabeth, The Decline of Machismo?2009.

& Class Discussion: What is it about the present global economic crisis that suggests we may be facing a crisis in masculinity”? What, if anything, is the connection between gender and capitalism? Why is there now a growing demand for women in top corporate positions? Are we witnessing a re-organization of gender relations? Are we witnessing a decline of “Male Power” in the global corporate world?

c.) 3 Takes on Migration; the Caribbean; Africa; the United States; Latin America; the European Union

April 15 — (i.) Some Background, and (ii.) Debates
Changes to this Syllabus are at the Discretion of the Instructor
HONS Intro. to International Studies
HONS 282-02
Spring 2014
Samuel

*The Economist, “Give me your Gucci-clad masses”

View in Class: BBC Documentary *Hot Cities: Lagos* - selected sections, and class discussion

**Reading Guide:** What are people fleeing from? Why are people migrating? What are “push” factors? What are “pull” factors? What impact does such migration have on the receiving countries? What responsibilities, if any, does the receiving country have towards such migrants? What rights, if any, do you think the migrants should have in the receiving country? Have we seen any similar migratory movement in the United States either in the contemporary period, or prior to this? What impact has globalization — broadly understood — had on migration?

**April 17 — Migration, Family Life, Identity, and Inclusion/Exclusion, I**

Documentary *Escuela* and class discussion

1) Consider the lives of students – both in and outside of the classroom – of students who migrate. What is the emotional cost of this lifestyle for such students?
2) How does this lifestyle affect the ability of the younger generation to master an education?
3) What do you think are the key factors that drive migrant families out onto the road each year?
4) How does this lifestyle impact the family life of the migrant workers?

**April 22 — Migration, Family Life, Identity, and Inclusion/Exclusion, II**

Class discussion continued from prior class.

*EXAMINATION GUIDELINES*

*PLEASE NOTE THAT THIS LIST IS NOT EXHAUSTIVE — IT’S MERELY A COMPILATION OF SOME TIPS WHICH YOU MAY FIND USEFUL.*

1.) Remember that instructors are human too! The process of answering an exam question involves a communication between you and the person who set it. If you were speaking face-to-face with that person, you would choose your verbal points and arguments very carefully in your reply. In writing, remember that it’s a person whose question you are responding to, and try to avoid being irrelevant and/or long-winded.
2.) The Essay Question: (a.) *Prima facie*, essay questions may seem to allow more “wiggle-room” for answering. But the examiner is looking for certain basic points which must be covered in a successful answer. Marks will not be given for irrelevant details. Therefore, essay type questions should only be answered on subjects with which familiarity with the basic concepts and any controversial matters exists. (b.) These questions may be either entirely factual, in asking you to explain the meaning of a certain doctrine or principle, or they may ask you to discuss a certain proposition, usually derived from a quotation. In either case, the approach is the same. You must devise a clear programme to give the examiner the meaning or significance of the doctrine, principle, or proposition and its origin in the context of the material that has been covered. (c.) Essay questions are a good way to get marks if you have thought carefully about a topic and diligently learned the relevant material, since it is up to you to impose the structure (unlike, say, a hypothetical/problem question, which imposes its own structure).
3.) The Short Answer, or True/False, Question: (a) This requires a different approach. These questions require far more succinct answers than the essay questions. The student must be able to distinguish between relevant and irrelevant material. Try to limit yourself to relevancy – the quantity of knowledge is itself a trap and you must always keep within the boundaries of the question. (b) You will have to identify the fundamental problem(s) posed by the question and the fundamental issues to be addressed. (c.) You will need to get to the point of your answer very quickly, as you will have only a few sentences in which to explain the rationale for your answer. Where the state of the field relevant to the question is not settled, the examiner will be attempting to get from the student the nature of the controversies which have led to this, as well as any opposing views. The student should be able to state which side of the argument is most plausible, and why. (d.) There may be alternative answers. All should be addressed in short order. However, if you identify only one fundamental issue, don’t waste time worrying that you haven’t come up with an alternative – there may be just one answer!
4.) Finally, remember that there is no substitute for proper preparation before taking any exam. You must strive to acquire a full appreciation of the major concepts, doctrines and principles before that moment arrives. Strive also for excellence – never settle for mediocrity!

Individual Reflective Essay: “Visiting the Red Carpet: Who are you wearing?”

*I am indebted to Jon D. Carlson (2009) for this material

You are required to go through your closet, and categorize the clothing you have there by type of clothing and by country of origin. Construct a Table, or a Spreadsheet, setting out the results of your exercise. This will become the Appendix to your reflective essay. An example/template which you might use is attached to this sheet.

The paper you write will take the form of a Reflective Essay. In the essay, you should address all of the following issues/questions: (a.) what were the most surprising or bizarre things you noticed while doing the “closet exercise”? (b.) Do you think you NEED all these clothes? Why do you have so many? (c.) How did the actual number of locations represented compare to your predictions beforehand? (d.) With regard to the labeling, does the origin vary by brand? Within brand? Can you draw any conclusions as to why certain brands/articles of clothing are made in certain places, and others in different places? (e.) Where do your clothes go once you are done with them? (f.) Do you think producers, retailers, and consumers have any responsibility to be “responsible global citizens”? If not, why not? If you think they do have such a responsibility,
‘why do you think so? And what responsibility do producers have in being “responsible global citizens”? And retailers? And consumers?

**Papers are due at the beginning of class, in hard copy, on Thursday, February 13, 2014.**

The purposes of this research and paper include the following: (a.) I want you to consider, with fresh eyes, the extent to which your buying habits are intertwined with the lives of other people around the globe; (b.) I want to ask yourselves if we have any responsibility to the persons making the clothes on our backs (c.) I want you to be readily able to identify the connections between falling US textile employment and rising imports, i.e., the “outsourcing” of US jobs, between issues of immigration and human rights, between women in the workplace and the global garment industry, and between globalization and development – the focal points of our course. (d.) I want you to consider what your options are as a consumer if you decided to “buy American”. Could you complete your wardrobe? Would it be more costly to do so? How would you decide what to do?

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**INTRODUCTION TO INTERNATIONAL STUDIES**

**Research Paper**

**Spring 2014**

**30% of final grade**

This research paper is based on the following TED speech by Sheryl Sandberg delivered on December 21, 2010.

http://dotsub.com/view/5d25b1fc-f846-4060-bb06-facf90283add/viewTranscript/eng

http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html
Transcript for Sheryl Sandberg: Why we have too few women leaders

So for any of us in this room today, let's start out by admitting we're lucky. We don't live in the world our mothers lived in, our grandmothers lived in, where career choices for women were so limited. And if you're in this room today, most of us grew up in a world where we had basic civil rights, and amazingly, we still live in a world where some women don't have them. But all that aside, we still have a problem, and it's a real problem. And the problem is this: Women are not making it to the top of any profession anywhere in the world. The numbers tell the story quite clearly. 190 heads of state -- nine are women. Of all the people in parliament in the world, 13 percent are women. In the corporate sector, women at the top, C-level jobs, board seats -- tops out at 15, 16 percent. The numbers have not moved since 2002 and are going in the wrong direction. And even in the non-profit world, a world we sometimes think of as being led by more women, women at the top: 20 percent.

We also have another problem, which is that women face harder choices between professional success and personal fulfillment. A recent study in the U.S. showed that, of married senior managers, two-thirds of the married men had children and only one-third of the married women had children. A couple of years ago, I was in New York, and I was pitching a deal, and I was in one of those fancy New York private equity offices you can picture. And I'm in the meeting -- it's about a three-hour meeting -- and two hours in, there kind of needs to be that bio break, and everyone stands up, and the partner running the meeting starts looking really embarrassed. And I realized he doesn't know where the women's room is in his office. So I start looking around for moving boxes, figuring they just moved in, but I don't see any. And so I said, "Did you just move into this office?" And he said, "No, we've been here about a year." And I said, "Are you telling me that I am the only woman to have pitched a deal in this office in a year?" And he looked at me, and he said, "Yeah. Or maybe you're the only one who had to go to the bathroom." (Laughter)

So the question is, how are we going to fix this? How do we change these numbers at the top? How do we make this different? I want to start out by saying, I talk about this -- about keeping women in the workforce -- because I really think that's the answer. In the high-income part of our workforce, in the people who end up at the top -- Fortune 500 CEO jobs, or the equivalent in other industries -- the problem, I am convinced, is that women are dropping out. Now people talk about this a lot, and they talk about things like flextime and mentoring and programs companies
should have to train women. I want to talk about none of that today, even though that's all really important. Today I want to focus on what we can do as individuals. What are the messages we need to tell ourselves? What are the messages we tell the women who work with and for us? What are the messages we tell our daughters?

Now, at the outset, I want to be very clear that this speech comes with no judgments. I don't have the right answer. I don't even have it for myself. I left San Francisco, where I live, on Monday, and I was getting on the plane for this conference. And my daughter, who's three, when I dropped her off at preschool, did that whole hugging-the-leg, crying, "Mommy, don't get on the plane" thing. This is hard. I feel guilty sometimes. I know no women, whether they're at home or whether they're in the workforce, who don't feel that sometimes. So I'm not saying that staying in the workforce is the right thing for everyone.

My talk today is about what the messages are if you do want to stay in the workforce, and I think there are three. One, sit at the table. Two, make your partner a real partner. And three, don't leave before you leave. Number one: sit at the table. Just a couple weeks ago at Facebook, we hosted a very senior government official, and he came in to meet with senior execs from around Silicon Valley. And everyone kind of sat at the table. And then he had these two women who were traveling with him who were pretty senior in his department, and I kind of said to them, "Sit at the table. Come on, sit at the table," and they sat on the side of the room. When I was in college my senior year, I took a course called European Intellectual History. Don't you love that kind of thing from college? I wish I could do that now. And I took it with my roommate, Carrie, who was then a brilliant literary student -- and went on to be a brilliant literary scholar -- and my brother -- smart guy, but a water-polo-playing pre-med, who was a sophomore.

The three of us take this class together. And then Carrie reads all the books in the original Greek and Latin, goes to all the lectures. I read all the books in English and go to most of the lectures. My brother is kind of busy. He reads one book of 12 and goes to a couple of lectures, marches himself up to our room a couple days before the exam to get himself tutored. The three of us go to the exam together, and we sit down. And we sit there for three hours -- and our little blue notebooks -- yes, I'm that old. And we walk out, and we look at each other, and we say, "How did you do?" And Carrie says, "Boy, I feel like I didn't really draw out the main point on the Hegelian dialectic." And I say, "God, I really wish I had really connected John Locke's theory of property with the philosophers who follow." And my brother says, "I got the top grade in the class." "You got the top grade in the class? You don't know anything."
The problem with these stories is that they show what the data shows: women systematically underestimate their own abilities. If you test men and women, and you ask them questions on totally objective criteria like GPAs, men get it wrong slightly high, and women get it wrong slightly low. Women do not negotiate for themselves in the workforce. A study in the last two years of people entering the workforce out of college showed that 57 percent of boys entering, or men, I guess, are negotiating their first salary, and only seven percent of women. And most importantly, men attribute their success to themselves, and women attribute it to other external factors. If you ask men why they did a good job, they’ll say, "I'm awesome. Obviously. Why are you even asking?" If you ask women why they did a good job, what they’ll say is someone helped them, they got lucky, they worked really hard. Why does this matter? Boy, it matters a lot because no one gets to the corner office by sitting on the side, not at the table, and no one gets the promotion if they don’t think they deserve their success, or they don’t even understand their own success.

I wish the answer were easy. I wish I could just go tell all the young women I work for, all these fabulous women, "Believe in yourself and negotiate for yourself. Own your own success." I wish I could tell that to my daughter. But it’s not that simple. Because what the data shows, above all else, is one thing, which is that success and likeability are positively correlated for men and negatively correlated for women. And everyone’s nodding, because we all know this to be true. There’s a really good study that shows this really well. There’s a famous Harvard Business School study on a woman named Heidi Roizen. And she’s an operator in a company in Silicon Valley, and she uses her contacts to become a very successful venture capitalist. In 2002 -- not so long ago -- a professor who was then at Columbia University took that case and made it Howard Roizen. And he gave the case out, both of them, to two groups of students. He changed exactly one word: "Heidi" to "Howard." But that one word made a really big difference. He then surveyed the students, and the good news was the students, both men and women, thought Heidi and Howard were equally competent, and that’s good. The bad news was that everyone liked Howard. He’s a great guy. You want to work for him. You want to spend the day fishing with him. But Heidi? Not so sure. She’s a little out for herself. She’s a little political. You’re not sure you’d want to work for her. This is the complication. We have to tell our daughters and our colleagues, we have to tell ourselves to believe we got the A, to reach for the promotion, to sit at the table, and we have to do it in a world where, for them, there are sacrifices they will make for that, even though for their brothers, there are not.
The saddest thing about all of this is that it's really hard to remember this. And I'm about to tell a story which is truly embarrassing for me, but I think important. I gave this talk at Facebook not so long ago to about 100 employees, and a couple hours later, there was a young woman who works there sitting outside my little desk, and she wanted to talk to me. I said, okay, and she sat down, and we talked. And she said, "I learned something today. I learned that I need to keep my hand up." I said, "What do you mean?" She said, "Well, you're giving this talk, and you said you were going to take two more questions. And I had my hand up with lots of other people, and you took two more questions. And I put my hand down, and I noticed all the women put their hand down, and then you took more questions, only from the men." And I thought to myself, wow, if it's me --- who cares about this, obviously -- giving this talk -- and during this talk, I can't even notice that the men's hands are still raised, and the women's hands are still raised, how good are we as managers of our companies and our organizations at seeing that the men are reaching for opportunities more than women? We've got to get women to sit at the table.

(Applause)

Message number two: make your partner a real partner. I've become convinced that we've made more progress in the workforce than we have in the home. The data shows this very clearly. If a woman and a man work full-time and have a child, the woman does twice the amount of housework the man does, and the woman does three times the amount of childcare the man does. So she's got three jobs or two jobs, and he's got one. Who do you think drops out when someone needs to be home more? The causes of this are really complicated, and I don't have time to go into them. And I don't think Sunday football-watching and general laziness is the cause.

I think the cause is more complicated. I think, as a society, we put more pressure on our boys to succeed than we do on our girls. I know men that stay home and work in the home to support wives with careers, and it's hard. When I go to the Mommy-and-Me stuff and I see the father there, I notice that the other mommies don't play with him. And that's a problem, because we have to make it as important a job, because it's the hardest job in the world to work inside the home, for people of both genders, if we're going to even things out and let women stay in the workforce. (Applause) Studies show that households with equal earning and equal responsibility also have half the divorce rate. And if that wasn't good enough motivation for everyone out there, they also have more -- how shall I say this on this stage? -- they know each other more in the biblical sense as well.

(Cheers)
Message number three: don't leave before you leave. I think there's a really deep irony to the fact that actions women are taking -- and I see this all the time -- with the objective of staying in the workforce actually lead to their eventually leaving. Here's what happens: We're all busy. Everyone's busy. A woman's busy. And she starts thinking about having a child, and from the moment she starts thinking about having a child, she starts thinking about making room for that child. "How am I going to fit this into everything else I'm doing?" And literally from that moment, she doesn't raise her hand anymore, she doesn't look for a promotion, she doesn't take on the new project, she doesn't say, "Me. I want to do that." She starts leaning back. The problem is that -- let's say she got pregnant that day, that day -- nine months of pregnancy, three months of maternity leave, six months to catch your breath -- fast-forward two years, more often -- and as I've seen it -- women start thinking about this way earlier -- when they get engaged, when they get married, when they start thinking about trying to have a child, which can take a long time. One woman came to me about this, and I kind of looked at her -- she looked a little young. And I said, "So are you and your husband thinking about having a baby?" And she said, "Oh no, I'm not married." She didn't even have a boyfriend. I said, "You're thinking about this just way too early."

But the point is that what happens once you start kind of quietly leaning back? Everyone who's been through this -- and I'm here to tell you, once you have a child at home, your job better be really good to go back, because it's hard to leave that kid at home -- your job needs to be challenging. It needs to be rewarding. You need to feel like you're making a difference. And if two years ago you didn't take a promotion and some guy next to you did, if three years ago you stopped looking for new opportunities, you're going to be bored because you should have kept your foot on the gas pedal. Don't leave before you leave. Stay in. Keep your foot on the gas pedal, until the very day you need to leave to take a break for a child -- and then make your decisions. Don't make decisions too far in advance, particularly ones you're not even conscious you're making.

My generation really, sadly, is not going to change the numbers at the top. They're just not moving. We are not going to get to where 50 percent of the population -- in my generation, there will not be 50 percent of [women] at the top of any industry. But I'm hopeful that future generations can. I think a world that was run where half of our countries and half of our companies were run by women, would be a better world. And it's not just because people would know where the women's bathrooms are, even though that would be very helpful. I think it would be a better world. I have two children. I have a five-year-old son and a two-year-old daughter. I
want my son to have a choice to contribute fully in the workforce or at home, and I want my
daughter to have the choice to not just succeed, but to be liked for her accomplishments.

Thank you.

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Instructions

- You are required to analyze Sandberg’s speech. You must address the following issues in
  your analysis: (a.) what are Sandberg’s core arguments? (b.) how do her arguments
  represent the current state of debate concerning the role of women in the corporate
  world? (c.) has this debate changed in any way since the financial crisis of 2008? If so,
  how has the debate changed? (d.) connect the content of the speech with issues of
  globalization we have studied in class and with material relevant to these issues of
  globalization which we have covered in class, such as The Ethics, Economics & Politics
  of Trade & Development and the Feminization of Poverty, Women’s Roles in the Global
  Economy, and Women in the Corporate World; (e.) connect the core arguments of the
  speech to a current issue which we have not focused on in class (it is fine to select an
  issue we may have briefly touched on in class), but which you have independently
  researched outside of class. Examples of such issues include: Access to Education for
  Girls and Women and the Impact thereof; the Role of Women in the Public and Private
  Spheres; Women’s Roles in the Developing World vs. Women’s Roles in the Developed
  World; and the Stereotyping of Women’s Work. Note that for this section of your paper,
  you are required to utilize 2 peer reviewed scholarly journal articles which you have
  researched on your own.

- Sandberg’s speech, and her follow-up book entitled Lean In: Women, Work, and the Will
to Lead, have garnered significant media and academic reaction. See the following
  examples of this:

  http://www.theguardian.com/money/us-money-blog/2013/mar/19/sheryl-sandberg-lean-in-
good-girl

  http://www.foxnews.com/opinion/2013/03/09/sheryl-sandberg-misguided-message/

  http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-
all/309020/

Some of this reaction has been positive for Sandberg and praised her; some of it has criticized her heavily. Explain and elaborate on these different perspectives as represented in the above reactions, and suggest why the different media pieces may have tended towards such differing perspectives.

- Finally, you are required to conduct independent research to contextualize Sandberg’s speech from the perspective of the following disciplines: economics; and feminist geography including the culture of masculinity in the corporate world. Therefore, you must utilize accurately the following key concepts from economics and feminist geography in this aspect of your analysis: the private sphere and the public sphere; the connection between gender and capitalism; neoliberalism; the market; the self-regulating market; the re-organization of gender relations; the 2008 global economic crisis; a crisis in masculinity.

- Conclude your paper by giving me your own view of Sandberg’s speech, and explain why you have the opinion you have!
**Grading Rubric (A.)**

A. International Studies and Course-Specific Learning Outcomes:
   1. Students will demonstrate an ability to think globally from the perspective of multiple disciplines.

   These learning outcomes will be demonstrated and assessed using a 1500- to 2500-word paper (outcome no. 1).

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<th>Dimension</th>
<th>Fails to Meet Expectations (1)</th>
<th>Approaches Expectations (2)</th>
<th>Barely Meets Expectations (3)</th>
<th>Meets Expectations (4)</th>
<th>Exceeds Expectations (5)</th>
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<td>Global Awareness:</td>
<td>Incorrect identification,</td>
<td>Identification / description is insufficient, ambiguous, lacks detail.</td>
<td>Identification / description is accurate, but inadequate and lacks detail.</td>
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<td>Multiple Perspectives:</td>
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<td>Student attempts analysis from multiple perspectives, but analysis is inaccurate or irrelevant in some ways.</td>
<td>Student offers analysis from multiple perspectives, but makes no effort to put the perspectives in conversation.</td>
<td>Student offers a solid analysis from multiple perspectives and makes effort to put the perspectives in conversation.</td>
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Grading Rubrics (B.)

This course meets the following General Education requirements for Humanities:

3. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
4. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

**Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

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<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> identify and/or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/description is insufficient, ambiguous, lacks detail</td>
<td>Identification/description is accurate, adequately detailed despite omissions</td>
<td>Identification/description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td><strong>Context:</strong> situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation:</strong></td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student's insight takes into account the complexities of the primary source.</td>
</tr>
</tbody>
</table>
Further Guidelines for Paper

The paper is to be not less than 1500 words, and not more than 2500 words long.

Ensure your introduction is clear and states exactly what the essay will accomplish; do not claim to do more than you actually can.

Support your arguments by drawing on examples. Do not generalize/make sweeping statements that might sound good but that you do not substantiate.

Ensure your conclusion draws your points together and relates them to the issue you have set out to explore.

Evaluation will take into account the following: organization; the development and clarity of arguments; the linkages established between your conceptual framework and the contextual material; your use of sources and referencing (footnotes, bibliography).

Labeling: On the first page of your paper state your name on the top along with the course number, my name and the date. Number and staple your pages together. On the last page please put the word count and a list of the sources (bibliography) you used in your paper; the bibliography is not part of the page or word requirement for your paper. A paper title page is optional.

Note about plagiarism: Plagiarism is the unauthorized use of someone else's thoughts or wording either by incorrectly copying text without documenting it, or failing to cite your sources altogether. Plagiarizing does not give due credit to the party who really came up with the language and/or idea, but also fails to inform the reader that the information originated from an outside source. Plagiarizing undermines your academic integrity—and plagiarism is a violation of the honor code here at CofC. Please refer to the CofC political science department’s guide on how to avoid plagiarism and how to reference sources properly:

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