COURSE GOALS

“In today’s highly interdependent world, individuals and nations can no longer resolve many of their problems by themselves. We need one another.”

- The 14th Dalai Lama of Tibet

This course aims to examine the controversies, challenges and impact of a series of global issues in today’s interconnected world through country-specific research and discussions. By going global, it is my intention to expose you to issues that cross borders and begin to prepare you to become informed global citizens. You will have the opportunity to research and report upon issues and events in a country of choice using various media sources including foreign newspapers, the Internet and other international publications. Each week you will be expected to post responses to the readings and/or a brief summary of a current event in your country. By the end of the course, students should have knowledge of various countries and cultures, and appreciate the diversity and cooperation needed to address global issues that affect us all.
LEARNING OUTCOMES:

▪ Seminar participants will learn and apply discursive practices appropriate to higher education including the thoughtful and respectful consideration of their peers’ arguments.

▪ Seminar participants will learn how to research different international and national media sources, formulate cogent arguments based on readings of texts, and articulate these arguments both verbally and through written assignments.

▪ Seminar participants will increase their awareness of the interconnectedness of the global community and of their country's place/perspective within that community.

This is not a lecture course. Seminars are one of the hallmarks of a university and one of the things that distinguish a secondary education from a post-secondary education. As such, this seminar will serve not only as a primer on international affairs but also as an introduction to university-level academic discursive practices.

For more information on First Year Seminars, please visit the following webpage:
http://www.drake.edu/dc/fysstudentpage.htm

ASSIGNMENTS

Your final course grade will be determined by your discussion participation in the seminar, which accounts for approximately (35%) percent of your final grade and your written work, which accounts for the other sixty-five (65%) percent.

PARTICIPATION

Classroom participation: (35%)

A seminar necessitates that participants come to class prepared to productively discuss assigned readings and other materials. I will gauge your discussion preparation in the only way I can: from your participation and its quality. Let me be clear: if you do not participate in seminar discussions and the online discussions, your course grade will suffer. In seminars you learn through reading and through discussion. Your interventions in class should be textually informed. That is to say, your voiced opinions should be grounded in assigned and/or outside readings, to which you are to refer specifically, when making your points. In this light, it is highly advisable that you bring the material(s) under discussion with you to each seminar meeting.
All readings/coursework will be on Blackboard.

WRITTEN WORK

“Writing has always been at the heart of a university education and the university culture, and it will only become more important in a society whose economy is based on information exchange.” David T. Conley

Semester-long project with three components

Country Overview: (10%)

After country assignments have been made, you will be expected to write a country summary (not to exceed 2-pages) due by class time September 3rd. This ungraded summary will be a general overview of the people, economy, environment, government, religion, conflicts, and highlighting some contemporary events.

Formal topic papers: (30%)

You will also produce four 4-page essays worth 10% each and together, worth 30% of your final grade. The lowest scoring essay of the four will be thrown-out. These formal papers are expected to be well-written, properly proofread and include formal citations from at least 5 various media sources including national and international newspapers, websites, journal articles and readings from class.

Final Reflective Country Summary: (25%)

At the end of the term, you will be expected to write-up a final country summary in which you examine your country in a broader context, analyzing the challenges that the face the nation- which issues are the most important and why. And, what if anything the country can and should do to meet those challenges. This paper should be between 6-8 pages in length, not to exceed 10 pages. Rough drafts will be reviewed per request.
GRADES

Please carefully review comments on written work before raising concerns about the grade received. Remember that your best effort at a given time does not necessarily merit a grade of "A". If, following your review of the written comments, you still have questions or concerns about a grade please do not hesitate to speak to me. Questions regarding grades will only be discussed during office hours.

So, in essence, final grades will break down as follows:

FINAL GRADING SCALE

A = 90 and above
B= 80 – 89
C= 70 - 79
D= 60 – 69
F= 59 and below

***I reserve the right to exercise discretion in adjusting final grades. ***

POLICIES (aka “the fine print”)

Attendance: Attendance will be taken in this course BUT attendance does not in and of itself count toward your grade in this course. It is expected that you will attend class in order to participate in the discussion and as noted above, participation counts for 35% of your final grade. If you will be late to class or will be absent, please inform me in advance of the class. Three absences will result in a full grade reduction. Every effort to avoid tardiness should also be made. Please be prompt in your arrival to class.

Classroom disturbances: Undue disruption of seminar discussion will not be tolerated. The etiquette governing the use of mobile phones, pagers, PDAs, etc., namely turning them off before entering the classroom, is to be STRICTLY observed. Laptops are allowed, but only for purposes of this class.
Academic dishonesty/plagiarism: If you are unsure of the definition of plagiarism, please do not hesitate to discuss it with me. A misunderstanding of the definition(s) will not be accepted as an excuse after the fact. Keep in mind that plagiarism is not limited to the word-for-word transcription of someone else’s work; it also includes the theft of ideas.

The most efficient way to avoid even the semblance of impropriety is to meticulously and rigorously cite all sources of information contributing to your work. If I suspect plagiarism, I will pursue the matter in accordance with the University’s policies regarding such offenses. For more information on Drake University’s policies concerning Academic Integrity: Cheating and Plagiarism, please consult the following website:
http://www.drake.edu/dos/handbook/academic.php#dishonesty

Disabilities: I wish to fully include persons with disabilities in this course. Please let me know within the first week of class if you require any special accommodations in order to participate. To the greatest extent possible, I will try to keep any information you share with me confidential. Drake University Student Disability Services is located at the Student Health Center: 32nd and Carpenter and assists students with disabilities in their pursuit of an education at Drake. They can be contacted at 515-271-3100. Their website is the following:
http://www.drake.edu/sds/

Office hours: M 2-4; F 10-12 or by appointment. Please make every effort to address any questions you have about the course or your work, during my office hours. In the event that you cannot make it to my office during these hours, please make an appointment by e-mail to arrange another time.

E-mail: Questions and concerns can be addressed to me via e-mail. Please keep messages brief and to the point. I will not be responsible for same-day responses to e-mail received after 5pm. Every effort will be made however, to return e-mail received by 5pm before 9am the following day. Very important: Please include ‘FYS 043’ in the subject line of any message you send to me.

Writing Workshop: The Writing Workshop, located on the second floor of Howard Hall exists to help students do their best writing; referral therefore, is neither a punishment nor an insult. You are encouraged to seek the services of the Workshop as you prepare your written work for this course. Students can arrange to meet with
a writing tutor on a one-time basis or on an ongoing basis by going to Room 227, Howard Hall and writing your name on the appointment boards. You can also contact the Writing Workshop at 515-271-2729. Their website is [http://www.drake.edu/artsci/english/workshop.html](http://www.drake.edu/artsci/english/workshop.html)

TENTATIVE CLASS SCHEDULE

The following is a tentative schedule of discussion topics, readings and assignments. The course will be flexible enough to accommodate changes warranted by the collective needs and priorities of the class. Impromptu guest speakers may be invited to share their perspectives. Changes to the syllabus will be announced in class. Please check the Announcements on Blackboard for changes to the syllabus or other relevant course information.

I. INTRODUCTION TO GLOBAL ISSUES, CITIZENSHIP AND EDUCATION

**August 26:** Setting the Stage. Introduction and Course Overview. How Wide is Your Global View? Countries of the World Quiz and Global Positioning exercise.

Choose ten countries that you would be interested in researching and rank them. Bring two copies of your ranked lists to next class.

**Reading:** For Love of Country? Nussbaum, 2002

**August 28:** Why bother? It’s a Small World After All. In-class discussion.

Assign countries. Discussion of country choices. Rank top 10 country preferences and be sure to bring your ranking list to class.

**September 2:** Library Session, Information Literacy. Cowles, Room 45.

**September 4:** Draft of country overview due. Discussion.

**September 9:** In-class concept map. Globalization/Interconnectedness. Country Overview due.

**Reading:** A Global Education: Schooling World Citizens

**September 11:** Discussion and commemoration of 9/11.
II. GLOBAL POPULATION

**September 16:** The Big Picture.

**Reading:** Booms, Busts, and Echoes

**September 18:** Aging Population. *Case Study, Japan.*

**Reading:** Abortion in Sri Lanka in the Context of Women’s Human Rights

**September 23:** Reproductive Democracy. *Case study, Sri Lanka.*

**September 25:** Urbanization.

**September 30:** Formal paper #1 due

III. GLOBAL RESOURCES AND THE ENVIRONMENT

**October 2:**

**October 7:** Environmentalism and Advocacy. Energy, Oil, and Renewable Resources.

**October 9:** *Education Opportunities Fair, 3-6pm Helmick Commons. Find three programs you would be interested in participating in.*

**October 14:** No class, Fall Break

**October 15:** PFGCGC Speaker- James Hansen, TOPIC: Tenant Farming to White House Arrests: A Scientist’s Perspective on the Unfolding Climate Crisis and Opportunity, LOCATION: Sheslow Auditorium, TIME: 7-8:30PM

**October 16:** No class

**Reading:** Taking Sides, Issue Nine.

**October 21:** Formal Paper #2 Due. Freshwater Shortage & Food Security

III. EXPANDING GLOBAL FORCES AND MOVEMENTS

**Reading:** Border Issues in U.S. – Mexican Relations

**October 23:** Borders

**Reading:** Categories and Highlights of Significant Current Emerging Infectious Diseases

**October 28:** No class
PFGCGC Speaker- Anna-Britt Coe, TOPIC: Swedish Youth Activists and Public Health Advocacy, LOCATION: Sussman Theater, TIME: 7-8:30PM

Public Health and the Spread of Infectious Diseases

October 30: (Not here) Human Trafficking Video: “In This World” (Part 1)

Comments on BB Discussion Board

November 4: (Not here) Human Trafficking. Video: “In This World” (Part 2)

Comments on BB Discussion Board

Reading(s): The Spoiled Child of the Western World & Baseball and Bushido in Japan: The Americanization of the World


IV. NEW GLOBAL SECURITY DILEMMA

November 11: Democratic Revolution

Reading: Left To Tell

November 13: Cultural and Ethnic Extremism

**November 18: No class.

PFGCGC Speaker- Zachary Nunn, TOPIC: Cyber Power as State Power: The Role of Cyber as an Instrument of National Influence, LOCATION: Sussman Theater, TIME: 7-8:30PM

November 20:

November 25:

November 27: Thanksgiving Recess. No class.

December 2: Formal Paper #4 Due

V. AGENCY AND ACTION

Reading: A Global Education: Schooling World Citizens (will post article in BB)

Responsibilities and Education. Next Generation. Guest speakers; study abroad returnees and international students. Final Reflective Country Summary due Finals Week.