

Gaining Global Perspectives

IDS 3315, U01. Fall 2022.

Class Time and Location: Thursdays 10-11:15 AM, Ziff 120

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Office Hours: Meetings available on request via Canvas messages or speak to me before or after class.

***NOTE: Because this is Fall semester, the schedule is tentative due to the potential impact of hurricane disruptions.**

Course Description and Purpose

Gaining Global Perspectives is course that fulfills many roles in the curriculum here at Global and Sociocultural Studies (GSS) and FIU:

1. For current and potential GSS students, it serves an introduction to Global Studies, which is the field that shares the name of the degree we offer (under which we also have disciplinary majors in Anthropology, Geography, and Sociology).
2. Additionally, for GSS faculty, it is a forum to introduce students in and outside of the department to the ways that social scientists working for (and trained by) GSS gain perspective through research on global problems, while building careers attempting to make a difference in those problems.
3. For all FIU students, it is a course meant to do exactly what the title says, by helping them learn to understand the multiple perspectives exist on most major global issues and to try to understand those perspectives on their own terms.

Thus, this is a course that is both an Introduction to Global Studies and chance to understand (and ultimately participate in) Global Studies in action. Also, I hope it is fun.

Structure of the Course

The first half of the course is an abridged introduction to Global Studies as a field of research and perspective on our places in a globalizing world. Luckily – unlike Sociology, Anthropology and Geography that each have over a century of canonical literature – the field of Global Studies is only a few decades old. Therefore, its basic ideas and concerns can be presented in a relatively brief period of time. Lectures (and sometimes readings) will be posted weekly on Canvas to help with this introduction, while class sessions will focus on activities that help build the skills necessary to “gain global perspectives” and take the first steps towards developing your own research interests in Global Studies. This will culminate in an essay exam (taken on Canvas, which will last 120 minutes and be open for just over 3 days) to show that you have absorbed the basic ideas of what Global Studies is about. It will be open note, open to whatever resources you want use – as long as you articulate your answers in your own words.

The second half of the course will be about witnessing and participating in Global Studies in action. Each week Canvas content will include one video lecture created by (and one reading selected by) a GSS faculty member, graduate student, or alumni about their research into global issues. Our weekly in-class session will either involve a discussion of those materials, activity inspired by those materials, or workshopping your individual final project – a brief, preliminary research proposal to an entity (governmental, NGO or private) which has an interest in a global issue you are also interested in (in other words, take the first steps in preparing you to do the type of work most of our majors will end up doing as a career – research on behalf of institutions into global sociocultural issues).

Course Objectives

This course satisfies the following University Core Curriculum requirement for Social Science Group Two (university-required):

Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local, and global.

It is supported by the following learning outcomes for the course, which students will be able to achieve by its conclusion:

1. Explain the importance of applying multiple perspectives for understanding local and global connections, including those that most directly involve themselves and those around them.
2. Analyze the social, cultural, ecological, and economic basis for global issues.

3. Identify similarities and differences among communities within global processes.
4. Articulate how those who pursue Global Studies contribute to research, applications, and education.
5. Demonstrate Global Studies research methods, interpretations, and ethical implications.
6. Appraise various Global Studies careers.

Important Information

Before starting this course, please review the following pages:

- [Policies](#)
- [Netiquette \(Links to an external site.\)](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)
- [Inclusivity Statement](#)

Course Prerequisites

There are no prerequisites for this course.

Textbook and Course Equipment

There is no textbook to buy for this course.

However, during class meetings, please have a device that 1) is easy for you to type and search on and 2) can access Canvas, Zoom, and Office Apps. Ideally this is a laptop, but a tablet or phone with a portable Bluetooth keypad will work, too.

Expectations of this Course

This is a hybrid course, which means much of the course work will be conducted online. All lecture PowerPoints and videos will be on Canvas; you will take your exam through Canvas; you will submit all of your individual work through Canvas; and in-class team assignments will be submitted through Canvas as well. You must visit and engage with the Canvas page every week of the course.

Our weekly, in-person class sessions are for reviewing concepts from the modules and building the skills you will rely on as professionals for whom research will inevitably be a part of your future work duties. Just like you must keep up with your work on Canvas, you must also attend and actively participate our in-person sessions if you want to get the most out of this course (and earn a satisfactory grade). Although we have had no issues with this in previous semesters, if you are disrupting class to the point other students cannot complete their assigned tasks, you will be asked to leave for that day and possibly be given a zero for that day's assignment.

For my part, I will respond to messages within a week (almost always much sooner, but I recheck my inbox every weekend to make sure I didn't miss anything); grade individual assignments within two weeks of the deadline (much sooner for the exam, final project, and any individual assignment that is part of chain of linked assignments).

Grades

There will be 500 total points available in this class, broken down as across the following assignments (which will be described in detail in subsequent sections):

Weekly Participation:

- 200 points (11 weeks (plus one skip) x 20 points each (including any pre-meeting preparation assignments and in-class participation)).

Intro to Global Studies Exam:

- 100 points

Proposal for Final Project:

- 50 points

Final Project:

- 150 points

The grading scale is A = 100-93%, A- = 92.9-90%, B+ = 89.9-87%, B = 86.9-83%, B- = 82.9-80%, C+ = 79.9-77%, C = 76.9-70%, D = 69.9-60%, F = 59-0%, which translates to, in points:

A: 500 thru 465 points
A-: 464 thru 450 points
B+: 449 thru 435 points
B: 434 thru 415 points
B-: 414 thru 400 points
C+: 399 thru 385 points
C: 384 thru 350 points
D: 349 thru 300 points
F: 299 thru 0 points

Intro to Global Studies Exam

Primarily, this is a discussion and practice driven course, more like a “laboratory” course than most others in social science. However, while being able to do and apply Global Studies is the goal, there is still a core of knowledge we want majors to retain and be able to articulate about their chosen field of study. That is why, just before the midway point of the course, there will be an exam about the basic ideas of the field of Global Studies.

The format of the exam will be all essays, based on the lectures and any supplemental material presented in the first part of the course. Each lecture will contain within it a slide titled “Questions to be able to answer at the end of this module,” which will serve as your study guide for what in the module will be on the exam. These will be fairly big picture type questions and limited in number. You will need to be prepared to present essay style answers to those questions – imagine half a page hand-written, but most importantly, one that contains sufficient detail to answer all parts of the question. On the test, some of the essay questions will be chosen for you; others you will get to choose from a list. **The wording of the actual test questions may vary from what was on the lecture slide; some exam questions may combine multiple questions from the lecture slide. However, if you are able to answer the questions presented in the lecture, you will be able to answer the exam questions.**

THE MOST IMPORTANT PART OF THIS EXAM IS BEING ABLE TO ARTICULATE ANSWERS IN YOUR OWN WORDS. It is perfectly fine if you study together and/or come up with bullet points together to focus your answers. But if you have word for word answers that are: a) the same as another student b) the same as my lecture slides or c) the same as any other course material provided – you will get a zero for that

answer. You simply have to be able to articulate, in your own words, what the core ideas behind the field that shares the name of your degree are. If for no other reason, because I can virtually guarantee, in a job interview, someone will ask “*Global Studies? What is that all about?*” There will be time for teamwork in this course, in future courses, and in your future career – but being a good team player requires being solid in the basic fundamentals of what you are going to be doing. This exam forces you to acquire that basic knowledge.

The exam will be taken on Canvas and will be open for just over 3 days. You will have 120 minutes once it is open. Grades for individual questions will be based on how completely all parts of the question have been answered; points will be lost if it is the same answer given by another student if the answer does not address all parts of the questions clearly. Your grade and feedback will become visible once I have graded your individual exam (again, within one week of the deadline); however, your answers will not be visible to you.

Weekly Participation and Pre-Class Assignments

Not counting 1) the first week, 2) the day before the Exam opens, 3) the week before finals, and 4) Finals Week, there are eleven in-class meetings that will count toward your participation score. Each week will be worth 20 points. You can miss one week (thus participating 10 weeks), and still get the perfect participation score of 200. (If you participate fully all 11 weeks, you will get 20 bonus points, because your participation score will be 220/200).

Many (but not all) weeks will have a “pre-class assignment” that you need to submit via Canvas. In weeks where there is a “pre-class assignment,” that assignment will be worth 10 of the 20 points, with participation during class making up the other 10 of the 20 points. In weeks where there is no “pre-class assignment” or where the entire class period is devoted to students giving brief pre-prepared presentations, all 20 points will be given for in class participation. Unless you get permission from me to turn in a late pre-class assignment (which must be granted no later than 2 days after the assignment was due, but ideally before), once the class session starts, if it is not turned in, you get a zero for that assignment.

Generally, pre-class assignments will be short (perhaps look up some information, perhaps answer some questions, perhaps read and annotate one article) and will not take you that long. The idea behind them is to help you be prepared for the day’s activity. If I, have you done a short in-class presentation, these may take you a little longer to complete, but not that long.

As for grading, if you put forth sincere effort on the pre-class assignment, in class presentation, or in class activity, you can expect to get all of the points. If I see (or get a report from other students) you are not pulling your weight in a group or present/turn in extremely low effort work (meaning not following directions or not editing your work for

clarity), you will lose points accordingly. On some assignments, I will ask you to resubmit instead of taking away points; if this is asked of you, you will still have a chance to score full points on that assignment, provided you make the adjustments requested in my feedback.

Please note, one pre-class assignment and all in-class team assignments will be submitted in a way that will make them visible to all of the other class members. Your individual feedback will be delivered privately through the Grades tab, but what you submit will be visible. Please keep this in mind.

Final Project and Final Project Proposal

Your final project will be to use lessons gained from the readings and lectures given by GSS faculty, students, and alumni in the second half of the course to prepare a preliminary research proposal on a global problem you care about to an entity (be it a government agency, non-governmental organization, or private firm) which deals with that issue. Furthermore, this entity must be located in a place you can realistically see yourself living after graduating from FIU. To help make sure you are picking a realistic project, that you understand your issue, and have identified suitable entity, I will have you submit a proposal (and do several individual and team assignments prior to the proposal). The idea behind this is to have you do the first steps in what you will ultimately, hopefully, be doing in your career – proposing research that makes a difference in global issues. To be clear, you will not be carrying out this research project, just proposing it.

Many more details will be provided after the first exam, once you have a better idea of what Global Studies is about. But as with the exams, grades will be based on completely all parts of the directions are followed; with points lost for lack of editing, lack of following directions, and/or lack of detail. Your grade will be visible to you once your individual final project has been graded. **Also, it is important to note that while there is no exam on the lectures/readings presented in modules in the second half of the course, a major component of the Final Project will ask you to demonstrate your understanding of and ability to apply concepts from those modules in relation to your chosen topic.** If you do not keep up with the lectures and readings in the second half of the course, you will not get a good grade on the final project.

Contacting Me and Asking for Assistance with the Course

If you are having trouble at all, I strongly encourage you to message me with questions; make an appointment for a quick Zoom conversation; or talk to me before or after class. My job is to make sure you learn the material, not just to assign grades. If you have quick questions that aren't specific to you, I'll take a few minutes at the start of every weekly meeting to address them.

Outside of class, it is best if you use Canvas messages to get ahold of me. But, if you e-mail me, please put “IDS 3315” or “Global Perspectives” in the subject line – so I know what class you are in. Also, pretty please put your name in the email, so I know who I am replying to. It helps a lot.

Absences & Make-Up

Excused absences include serious illness; illness of a spouse or dependent; death of an immediate family member; University-sponsored trips; and major religious holy days. It is your responsibility to ***inform me of the absence in advance of class*** by e-mail (and within 2 weeks of the start of class if it is a university trip or holy day), but no later than one class sessions after the missed class. In order to have an absence excused, you must provide original documentation which I can keep. If this is done, and I determine the absence to be excused, I will do my best make sure you make up what you missed. Given that the exam will be open multiple days, hopefully you are able to take it during the window -- but if not, we'll arrange a make-up time. For pre and in-class work, if your absence is excused, you will be allowed to make-up the full points -- the make-up assignment will depend on what exactly was missed (some can be completed exactly as instructed; others (mostly the in-class activities) will require alternate instructions).

Your choices to participate or not have consequences – just like they would at work. I take my responsibilities and role as a teacher seriously; I hope you hold your role and responsibility as a student in equal respect.

Remote Emergency Attendance for In-Class Sessions

Although COVID has (hopefully peaked), it is still around. This means some students may be stuck with a long quarantine. Or maybe you have another illness (e.g., strep, the flu) -- not so sick you can't sit at your computer and participate, but not something you want to spread to other students. Also, sometimes emergencies happen -- a babysitter falls through, your car has a flat tire.

As such, by default, you can expect each live session of the course after this one to be simultaneously broadcast on Zoom (accessible via the Zoom tab here on Canvas) to allow students to participate remotely. But there are rules:

- **If you want to join remotely, you must inform me by Canvas messages or email before class starts and tell me why (be honest -- I am flexible if your reason is reasonable).** Knowing how many will be on Zoom is important for my own preparation for the week's activity.
- I cannot guarantee that the experience will be as good as being in person. I bring my own good quality microphone, but it may be hard to hear other students during discussions or while they are presenting results. The lighting may be terrible. You might have to do the in-class activity without anyone on your team. I will mostly be delivering the material to those who are in the

classroom, only secondarily to those on Zoom. I want you to be there if at all possible. But I also realize life happens.

Academic Integrity, Cheating and Plagiarism:

Cheating and plagiarism are done by lazy and/or desperate people – don't be one of them. If you plagiarize on your project, weekly assignments, or cheat on the exam – you will receive *at minimum a zero on that part of the course*, which instantly drops your score for the course by about 1.5 letter grades. If you find yourself in a desperate situation while taking the test or up against a deadline – turn in the best work, you can do at the time. Getting an F usually means you will get some points – getting caught cheating means you get zero. Furthermore, depending on the severity of the case, I can choose to pursue harsher penalties, including assigning an F0 for the course or pursuing your expulsion from the university.

It is your responsibility to familiarize yourself with the FIU student handbook's sections on cheating and plagiarism.

Earning the Grade, You Want & (Lack of Significant) Extra Credit

If you are doing poorly in the class, the time to ask how you can do better is not right before, and especially not right after, final projects are turned in. If you do badly on the test or are falling behind on participation, PLEASE PLEASE PLEASE make an appointment to meet with me as soon as possible, and I will help you devise strategies to get back on track.

There isn't really extra credit in this class -- I do curve the exam with a few bonus points, if necessary, you get bonus points if you participate in all eleven in class activities, and some in class presentation assignments might have extra credit available, but nothing beyond that. Nor will I go back and change grades after the semester is over and grades have been submitted – you earn what you earn. It is the only thing that is fair to all students in the course – I cannot give advancement opportunities to one I do not give to all.

Disclaimer

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise. **This is**

especially true because Fall is hurricane season, and it is possible major schedule adjustments may be required due to inclement weather.