INTL 101: Introduction to International Issues  
Fall 2015  
TR 12:00-1:20 GSH 123  
Instructor: Dr. Galen Martin  
gmartin@uoregon.edu  
Office: 346 PLC, W 2:30-4:00, Th 4-5, or Friday by appointment  
Tel. 346-9178  
GTFs  
Frankie Silvestri  
fsilves@uoregon.edu  
Joze Moreno Pelayo  
mailto:jozem@uoregon.edu  
Emilee Thomas  
mailto:ethomas@uoregon.edu  
COURSE DESCRIPTION  
Overview and Learning Outcomes:  
Hunger, intellectual property, global warming, arms trade, water rights, resource depletion, civil war, genocide, biodiversity loss, terrorism, education, global financial inequities, and immigration: These are just a few examples of the sometimes overwhelming list of challenges we face in a highly globalized world. Some are new but most have been with us for thousands of years. What have changed significantly and rapidly are our mobility and our access to information and images. Issues which a few decades ago may have seemed distant and disconnected are now thrust upon us or at least accessible through various media. Among the wide range of problems and issues faced by people throughout the world, who decides which issues get priority and attention? What informs your own sense of compassion and focus? Does our heightened sense of connection move us more quickly to resolution or to greater cynicism?  
Upon conclusion of this course you will have: (1) developed a fundamental knowledge and literacy about several major international issues as listed in the course schedule, (2) learned to critically examine how these issues are presented and processed by various stakeholders, and (3) become aware of creative and successful attempts to solve the problems we have investigated. We will pay special attention to how the issues are perceived and addressed differently within affluent and poor nations.  
International Studies Core Courses  
The unique character and focus of the University of Oregon Department of International Studies (IS) is distinctly captured in the phrase ‘Culture and Development’. We integrate
theory and practice, drawing pragmatically from many disciplines to find the best mix of approaches to address rapidly changing and complex global issues in our classes.

Our introductory course, **INTL 101, Introduction to International Issues**, and four 200 level courses (INTL 240: Perspectives on International Development; 250: Value Systems and Cross-Cultural Perspectives; 260: Culture, Capitalism, and Globalization; 280: Global Environmental Issues) are the intellectual core of the IS major, foundational courses where our students learn to link human security and people-centered social change to questions of culture, belonging and meaning. We conceive culture in a broad sense that encompasses social, political, economic, and religious institutions, processes and relations, as well as the environment. Each core course has a different emphasis that enables students to cover the range of themes and issues characteristic of the wide universe of international studies.

Students will find these courses share a common purpose of fostering critical and cross-cultural thinking, encouraging them to seek out and understand diverse perspectives on topics such as globalization, development, environment, communication, health and human rights. In the process students learn to get outside of their preconceived worldviews on these and other matters. These five courses, together, provide the foundation for deeper investigation of issues, regions, and cultures in our 300 and 400 level INTL courses.

**International Issues**

**Pedagogy:**

We will achieve course objectives through selected readings, lectures, guest speakers, video clips (typically 0-20-30 minutes) and meeting in weekly discussion sections. Lecture slides will be posted before each class to aid in note taking. I will do my best to create an enjoyable atmosphere of respect and intellectual integrity. In turn it is essential that you be committed to taking an active role in your learning process.

**Communication:**

The syllabus, course announcements, assignments, project instructions, some notes and images, additional readings, website links, scores and contact information will be posted on Blackboard. Check the site on a regular basis. If you do not have reliable access to Blackboard, please notify the instructor. You may contact the instructor by email or during office hours. I will try to respond within 24 hours with the exception of weekends.

**Ethics of our learning environment:**

Everyone should respect this as a place for learning for everyone in class. Respect includes arriving on time and refraining from the disruptions of early departures. **Laptops may only be used for taking notes. No cell phone activity at any time. This includes during videos.** Do your best to contribute to a respectful, supportive learning process while we work through challenging ideas and different viewpoints. Even though this is a large lecture class, we will take time for discussion on a regular basis.
GRADING AND REQUIREMENTS
Course grades will be determined by quality of work in the following:

Exams: 60%. (3x 20%)
Three exams will determine the majority of your grade. Exams will be a combination of multiple choice and identification of major terms and concepts. Make-up exams will be allowed only for documented medical reasons. There will be no comprehensive final exam for the class.

Research Project: 25%
With subject matter approval by the instructor and GTF, each student will research a topic related to the class and prepare an annotated bibliography and summary or a standard term paper using at least three different types of sources. (Detailed instructions to follow.)

Discussion Section: 15%
Students are required to participate in their assigned weekly discussion section. You will receive a separate syllabus for the section prepared by your GTF. A specific format and grading criteria will be provided.

REQUIRED READINGS
Readings will be accessed through postings on the course Blackboard (BB) site. We strongly suggest you complete the readings prior to lectures and require that they be completed prior to discussion sections.

METHOD OF EVALUATION (GRADING)
All work will be assessed using the following standards:

A indicates thorough, original, insightful and well-presented work (90% or higher of possible points)
B meets general expectations for 100-level work, is complete and well-presented (80-89%)
C indicates acceptable but sub-par work in comparison to general expectations and peer performance (70-79%)
D does not meet minimum standards and expectations, requires re-submission for credit if time allows except for exams

COURSE SCHEDULE
September 29, Oct. 1
I. Course Introduction: Owning and Distancing International Issues
Readings:

Video: “Control Room”

October 6, 8
II. 7 Billion Mouths: Hunger and the World Food System

Readings:
Video Clips: “The Perfect Famine”, “Paying the Price”

October 13, 15

III. Population, Migration, and Refugees: Human Trans-boundary Movement

Readings:
Video Clip: “World in the Balance”, “Migration to Europe”

October 20

EXAM ONE (20%)

October 22, 27

IV. Global Health

Readings:
Video: “The Female Face of AIDS”
Guest speaker: Prof. Janis Weeks

October 29, November 3

V. International Narco-Trafficking

“On the Trail of the Traffickers” and “How to Stop the Drug Wars, from The Economist, March 7-13, 2009.
Guest speaker: Glenn Mitterman
Video: “Cocaine Unwrapped”

November 5, 10

VI. International Disaster Relief

Readings:

Video: Trouble the Waters

November 12
EXAM TWO (20%)

November 17, 19, 24
VII. Confronting Genocide--Past and Present
Readings:
Power, Samantha (2001). “Bystanders to Genocide”, Atlantic Magazine, September: https://blackboard.uoregon.edu/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3DCourse%26id%3D297152_1%26url%3D
Abromowitz, Michael (2011). “Coming Home to Rwanda”, Atlantic Magazine, January 9: https://blackboard.uoregon.edu/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3DCourse%26id%3D297152_1%26url%3D
Web Genocide Documentation Centre: https://blackboard.uoregon.edu/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3DCourse%26id%3D297152_1%26url%3D

Video: “Worse Than War”

Dec. 1, 3
VII. International Travel and Tourism
Readings:
Burmon, Andrew (2010). “Dark tourism: Cambodia tries to turn its bloody history into a sightseeing boom.” The Atlantic, 4 October.

Video clip: “Cannibal Tours”, “What Would Darwin Think?”

December 3
Course Overview
EXAM THREE (20%)