New Course Request

Indiana University

105B Campus

Check Appropriate Boxes: Undergraduate credit □ Graduate credit □ Professional credit □

1. School/Division LAS
2. Academic Subject Code INTL
3. Course Number 490 (must be cleared with University Enrollment Services)
4. Instructor Sernau
5. Course Title International Studies Capstone Seminar
   Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 05
7. Credit Hours: Fixed at 3 or Variable from ___ to ___
8. Is this course to be graded SF (only)? Yes □ No X □
9. Is variable title approval being requested? Yes □ No X □
10. Course description (not to exceed 50 words) for Bulletin publication:

Interdisciplinary seminar dealing with major issues and problems of the contemporary global environment

11. Lecture Contact Hours: Fixed at 3 or Variable from ___ to ___
12. Non-Lecture Contact Hours: Fixed at ___ or Variable from ___ to ___
13. Estimated enrollment: 10 of which ___ percent are expected to be graduate students.
14. Frequency of scheduling: Once a year Will this course be required for majors? No
15. Justification for new course: To support the new international studies minor
16. Are the necessary reading materials currently available in the appropriate library? Yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. The course will be cross-listed with SOC 5410
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Gambino Date 10/26/04
Department Chairman/Division Director

Approved by:

Dean Date 11/2/04
CLAS

Date
Dean of Graduate School (when required)

Date
Chancellor/Vice-President

Date
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
October 26, 2004

William Knight
Chair
LAS Curriculum Committee

Dear Bill:

Linda Chen, Chair of the Senate Curriculum Committee, suggested that this new course request for the interdisciplinary international seminar INTL I490 should also come to you before final approval from the senate committee since it is cross listed with SOC S410. I have reserved the INTL I490 number in Bloomington, and have enclosed a syllabus. Please let me know of you need anything else.

Many thanks for helping to speed this along,

Gabrielle Robinson
Director of International Programs
Worldwide contrasts between rich and poor, overfed and hungry, high tech and no tech are striking and disturbing. What are the reasons for this inequality? Are global standards of living improving or worsening? What are the elements of balanced, equitable development? Why are these so hard to achieve? Seeking answers to these questions will form the core of this seminar. We will study the theories and explanations of scholars from various disciplines and various parts of the world. We will examine data -- historical, quantitative, and ethnographic -- to assess the world situation across continents. We will then look at the intertwined issues that accompany these questions -- the status of women, the role of multinational corporations, the costs to the environment, the opportunities and risks of a new world order (or new disorder). Finally, we will look at efforts to forge alternative paths to development and quality of life.

Major course goals are for students to:
1. Better understand the current state of social, economic, and political development in the world.
2. Be able to analyze and critique major theories and explanations for world poverty and prosperity, and for the inequality among and within nations.
3. Apply this understanding and analysis to problems and possibilities created by the new global community and the globalization of human experience.

Students will write three short papers and daily response papers that address the key questions, apply insights from the readings, and explore personal analysis and reflection. The course will use a seminar format with class discussion devoted to unpacking the readings, analyzing data and trends, and a lively exchange of ideas.

This course is approved for the LAS World Culture requirement, and serves as a senior seminar for both Sociology and Anthropology as well as for the International Studies Certificate. It also serves as the capstone seminar for the International Studies minor.

BOOKS


CLASS PARTICIPATION

Please honestly share ideas -- and listen to others. This course is a seminar and is based around active student participation in the class sessions. Good class attendance and involvement is critical to getting the most out of the course. The conference table and name plates are intended to help you get to know each other's names and ideas, and to feel like a full participant. While recognizing that speaking up in a group is harder for some than for others and that our time is limited, active class participation is encouraged. Please do not dominate discussions, but feel free to offer questions and honest reactions. They will always be treated with courtesy and respect. We will try to adopt a more global perspective than is usually reflected in the US, but you do not need to feel pressured to adopt any particular political perspective. Let's work together to create an atmosphere in which all class members' comments are listened to and respected.

There are no formal oral presentations but you will often be encouraged to share your perspective on issues and to bring outside material to class. There is no assumption that you are an expert on all, or any, of the issues. No one anywhere is an expert on all issues everywhere, so let's learn together. The 20 points of class participation reflect your oral involvement in class:
20: vigorous, thoughtful participation
16: occasional positive participation
12: minimal participation
 8: usually stays awake in class
 4: snoring disturbs classmates
 0: who?

SEMINAR PAPERS

Most weeks have a seminar paper due on Thursday, for a total of 12 short papers of about two pages, typed and double spaced.

For Tuesday's class do the reading for the day and look at any assigned Web sites, international press sources, or other material. Tuesday's class will often have introductory handouts and maybe an illustrative video to help you understand the reading and visualize the real-life situations. After class, do the reading for Thursday and write a couple of pages of commentary on the reading for both days, the class material, video clips, handouts and discussion. Note the highlights of the reading, and offer any personal reactions, links to other course topics, points of confusion, questions, things you'd like to discuss, and so forth. What key points were raised by the book, and what were your questions and reactions? Were your questions responded to in class, were issues illustrated by a pertinent video clip or news item, did you find points of agreement or disagreement in the discussion, are you left with lingering questions? Attach to this any related material assigned for the day or that you found on your own. Some days you will be asked to bring along a news item or data from a region or agency drawn from a Web site. Don't turn in long print-outs -- spare the trees! -- block and print only the relevant information, which you can underline, highlight, and/or comment on. Keep these with you during class as resources for discussion, then turn everything in at the end of class.
Optional Events: Every semester there are internationally-related events going on at IUSB, at St. Mary’s, and at the Kellogg Institute for International Studies and the Kroc Institute for Peace Studies at Notre Dame. I will let you know about some of these as they come up. Attend the event and do a short write up: what was the topic or theme, how did it fit with course topics, what did you find particularly interesting or noteworthy?

Field Report: on alternate traders and grassroots development. Visit Ten Thousand Villages across from Town and Country at 919A W. McKinley (College Square Plaza) or in the Depot in Goshen, area stores dedicated to selling crafts and indigenous art from various places in the world with no middleman profits. Note (and include if you wish) informative brochures on the products, some are behind the counter. The volunteer clerks are also always eager to talk about the products. What crafts are represented from what regions, and how do they reflect the handicrafts and culture of the region? How do these programs attempt to foster grassroots development? Note the goals of the groups represented: Mennonite Central Committee, SERRV (Brethren), Equal Exchange (Coffee), and UNICEF. How do alternate traders such as these attempt to cope with the problems and inequity of the global economy? Are they effective? Do you see problems with this approach? Are grassroots efforts such as these important or "a drop in a bucket"?

OUTLINE OF CLASSES

I. GLOBAL INEQUALITY: IS THIS ANY WAY TO RUN A PLANET?


III. GLOBAL ISSUES: WHAT IN THE WORLD IS HAPPENING?

Read: Bound Ch. 3.


Handout: “Students Playing Major Role in Human Rights Debate.”  
Read: Bound Ch. 4. See www.unicef.org

Mar 25: Work: rural livelihoods, debt and drugs, and globalizing industries.  
Optional Reserve: Schanberg, "Six Cents an Hour." Rowe, "Saving Children from Sweatshops."

Read: Bound Ch. 5.


Optional Reserve: Weber, "The Protestant Ethic"

Apr. 8: The making of the global city. Short video: Struggle for Shelter.  
Read: Bound Ch. 7.  Paper 11.

Apr. 13: Population, development and environment. Read: Southern Exposure, Ch. 9. See www.populationconnection.org


Read: Southern Exposure, Ch. 8. See www.thehungerwebsite.com.

IV. GLOBAL FUTURES: WHERE IN THE WORLD ARE WE GOING?

Read: Southern Exposure, Ch. 9. See www.grameen.org

Summary paper due.