

INTRODUCTION TO INTERNATIONAL STUDIES

IS:2000

University of Iowa – Fall 2020

Lecture Times: 2:00-2:50 PM Tuesdays & Thursdays

Classroom: Online via Zoom

Discussion Group 01: 3:30-4:20 PM Tuesdays
Discussion Group 02: 2:30-3:20 PM Wednesdays
Discussion Group 03: 12:30-1:20 PM Thursdays

Classroom: Online via Zoom
Classroom: Online via Zoom
Classroom: Online via Zoom

Lecturer: **Michael Andrew Žmolek**

Email: michael-zmolek@uiowa.edu

Online Office (Drop-In) Hours: 3:10-4:40 PM Tuesdays & Thursdays
(or by appointment)

Office: 169 Schaeffer Hall
Phone: (319) 335-2574



Teaching Assistant: **Lizzy Handschy**

Email: elizabeth-handschy@uiowa.edu

Online Office (Drop-In) Hours: 2:00-5:00 PM Mondays
(or by appointment)

Office: 218 Macbride Hall (MH)

Zoom Link for Office Hours: <https://uiowa.zoom.us/j/95733441428?pwd=Wm9EOHY5Q0g2a0oxS25VMiBnTC9YZz09>



DEOP **Kristy Nabhan-Warren**, Interim Departmental Executive Officer
Division of Interdisciplinary Programs

Email: kristy-nabhan-warren@uiowa.edu

Office: 309 Gilmore Hall
Phone: (319) 335-2167



Faculty Director: **Emily Wentzell**, International Studies

Email: emily-wentzell@uiowa.edu

COURSE DESCRIPTION

This course is designed to help you improve your international literacy. The objectives of this course are to help you develop a functional understanding of global institutions and patterns, to engage you with a variety of international issues and problems, and above all to challenge you to think about the world in new and creative ways that should prove useful in pursuit of career goals with international dimensions. The course is structured around three global challenges: Global Citizenship, Global Migration, and Global Inequality. Complex problems require multifaceted solutions which transcend international boundaries and reach multiple populations across the globe all at once. By applying an International Studies approach to these three global challenges, you will begin to appreciate how taking an interdisciplinary approach is becoming not only increasingly relevant, but indispensable. This class consists of two weekly lectures and a discussion session; you are expected to have read the required readings before each session. You are expected to attend all lecture and discussion sessions; exams may include questions drawn from the content of these sessions not found in the reading materials. This class fulfills the CLAS International and Global Issues general education (GE) requirements.

GRADING

Participation & Homework	20%	Quizzes	20%
Participation: Lecture/Discussion	10%	Geography Quizzes	10%
Study Groups and Discussion Qs	5%	Online Quizzes	10%
Homework Assignments	5%	IU Plagiarism Detection Test	Pass/Fail
Writing Projects	30%	Non-Cumulative Exams	30%
Global Citizenship Guide & Paper	10%	Global Citizenship Exam	10%
Inequality Guide & Paper	10%	Inequality Exam	10%
Migration Guide & Paper	10%	Migration Exam	10%

READING MATERIALS

Required Readings will be posted on ICON/Canvas.

EVALUATION

GRADING SCALE									
59		67-69	D+	77-79	C+	87-89	B+	98-100	A+
or	F	63-66	D	73-76	C	83-86	B	93-97	A
below		60-62	D-	70-72	C-	80-82	B-	90-92	A-

<p>In-Class Participation 10%</p> <p>Your participation in this class—by way of questions, comments and shared insights—are a vital part of the learning experience for all present. This portion of your final grade will be based upon how well you made substantive and positive contributions to classroom discussions, including asking questions or making comments as well as completing any homework or in-class exercises assigned.</p>	<p>Study Groups and Discussion Questions 10%</p> <p>We will form study groups of 3-5 students. Each study group will be responsible for developing several questions, comments or points of critique about the reading under consideration by Monday for us to discuss during lecture, typically on Thursdays. Grading is individual, so be sure any question, comment or point of critique you write or contribute to writing has your name on it.</p>																
<p>Online Quizzes (weekly) 10%</p> <p>Due by lecture time on most Tuesdays, Online Quizzes (OQ) are brief quizzes intended to stimulate your thinking so that you come to class prepared to contribute to the classroom discussion. You will log into ICON/Canvas and take a short quiz on the readings for the week.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;">OQ#1: Due: 9/1</td> <td style="border: 1px solid #ccc; padding: 2px;">OQ#5: Due: 10/6</td> <td style="border: 1px solid #ccc; padding: 2px;">OQ# 8: Due: 11/3</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">OQ#2: Due: 9/8</td> <td style="border: 1px solid #ccc; padding: 2px;">OQ#6: Due: 10/13</td> <td style="border: 1px solid #ccc; padding: 2px;">OQ# 9: Due: 11/10</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">OQ#3: Due: 9/15</td> <td style="border: 1px solid #ccc; padding: 2px;">OQ#7: Due: 10/20</td> <td style="border: 1px solid #ccc; padding: 2px;">OQ#10: Due: 11/17</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">OQ#4: Due: 9/29</td> <td style="border: 1px solid #ccc; padding: 2px;">OQ#11: Due: 12/1</td> <td></td> </tr> </table>	OQ#1: Due: 9/1	OQ#5: Due: 10/6	OQ# 8: Due: 11/3	OQ#2: Due: 9/8	OQ#6: Due: 10/13	OQ# 9: Due: 11/10	OQ#3: Due: 9/15	OQ#7: Due: 10/20	OQ#10: Due: 11/17	OQ#4: Due: 9/29	OQ#11: Due: 12/1		<p>Geography Quizzes (4) 10%</p> <p>As an International Studies Student, it is important that you develop a strong working knowledge of the countries of the world and the major features of the globe. You will be asked to take four (4) Geography Quizzes throughout the course, to test your geographic literacy.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;">#1 Europe: Sep 1-3 online</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">#2 Africa: Sep 20 – Oct 1 online</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">#3 The Americas: Nov 3-5 online</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">#4 Asia: Nov 10-12 online</td> </tr> </table>	#1 Europe: Sep 1-3 online	#2 Africa: Sep 20 – Oct 1 online	#3 The Americas: Nov 3-5 online	#4 Asia: Nov 10-12 online
OQ#1: Due: 9/1	OQ#5: Due: 10/6	OQ# 8: Due: 11/3															
OQ#2: Due: 9/8	OQ#6: Due: 10/13	OQ# 9: Due: 11/10															
OQ#3: Due: 9/15	OQ#7: Due: 10/20	OQ#10: Due: 11/17															
OQ#4: Due: 9/29	OQ#11: Due: 12/1																
#1 Europe: Sep 1-3 online																	
#2 Africa: Sep 20 – Oct 1 online																	
#3 The Americas: Nov 3-5 online																	
#4 Asia: Nov 10-12 online																	
<p>Writing Projects (3) 30%</p> <p>You will be expected to complete three writing projects, one for each part of the course, each worth 10% of your final grade and each emphasizing a different skill. First, you will complete a Writing Guide, which you will workshop with your classmates in discussion and then turn in for feedback before your final paper is due, in class.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;">Global Citizenship: Guide Due: 9/17</td> <td style="border: 1px solid #ccc; padding: 2px;">Paper Due: 9/29</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">Global Migration: Guide Due: 10/15</td> <td style="border: 1px solid #ccc; padding: 2px;">Paper Due: 10/27</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">Global Inequality: Guide Due: 11/19</td> <td style="border: 1px solid #ccc; padding: 2px;">Paper Due: 12/8</td> </tr> </table>	Global Citizenship: Guide Due: 9/17	Paper Due: 9/29	Global Migration: Guide Due: 10/15	Paper Due: 10/27	Global Inequality: Guide Due: 11/19	Paper Due: 12/8	<p>Non-Cumulative Exams (3) 30%</p> <p>You will take three exams in this course, one for each part, to test your comprehension of the material. None of these exams is cumulative. Exams will involve multiple choice, matching, short answer questions or even a short essay.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;">Exam #1: Global Citizenship: Open: 9/24</td> <td style="border: 1px solid #ccc; padding: 2px;">Due: 9/27</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">Exam #2: Global Migration: Open: 10/29</td> <td style="border: 1px solid #ccc; padding: 2px;">Due: 11/1</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">Exam #3: Global Inequality: Open: 12/10</td> <td style="border: 1px solid #ccc; padding: 2px;">Due: 12/16</td> </tr> </table> <p>Note: Exams are not cumulative.</p>	Exam #1: Global Citizenship: Open: 9/24	Due: 9/27	Exam #2: Global Migration: Open: 10/29	Due: 11/1	Exam #3: Global Inequality: Open: 12/10	Due: 12/16				
Global Citizenship: Guide Due: 9/17	Paper Due: 9/29																
Global Migration: Guide Due: 10/15	Paper Due: 10/27																
Global Inequality: Guide Due: 11/19	Paper Due: 12/8																
Exam #1: Global Citizenship: Open: 9/24	Due: 9/27																
Exam #2: Global Migration: Open: 10/29	Due: 11/1																
Exam #3: Global Inequality: Open: 12/10	Due: 12/16																
<p>IU Plagiarism Detection Test (Pass/Fail)</p> <p>You are required to visit Indiana University’s tutorial on How to Recognize Plagiarism at: www.indiana.edu/~istd/. In order to pass this course you are required to submit: 1) a 1-2 paragraph summary of what you have learned from this site; or: 2) the certificate with your name, email address and the unique ID number issued by the site upon successful completion of the test, in which case you will receive extra credit worth 1% of your final score.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;">IU Test: Due: Tuesday, September 22nd by midnight</td> </tr> </table>	IU Test: Due: Tuesday, September 22nd by midnight	<p>Make-Up Assignments</p> <p>Students who miss sessions or Geography Quizzes for legitimate, documented reasons may be given the opportunity to recover lost points by submitting a journal entry on one of the readings for the session to be missed. You will be asked to analyse the reading by identifying the thesis and by offering your own reflections on its meaning. An assignment sheet with Instructions may be found under the Course Materials module on Icon/Canvas.</p>															
IU Test: Due: Tuesday, September 22nd by midnight																	

COURSE SCHEDULE

PART ONE: GLOBAL CITIZENSHIP

WEEK 1

Introduction: Don't Panic!

Film: 'Don't Panic: The Truth About Population' with Hans Rosling (2014)
<https://www.youtube.com/watch?v=FACK2knC08E> – watch before your discussion session

Tue Aug 25	Lecture (live)	Introduction to International Studies Course Themes and Sections
Aug 25-27	Discussion	Introductions Form Study Groups Discuss film 'Don't Panic'
Thu Aug 27	Lecture (live)	Should We Panic?

WEEK 2

What is Global Governance?

Readings: 'United Nations Organs' by OCHCR (2017) [14 pages]
'Brexit Beyond Borders' by Leonardo Scuirra (2017) [13 pages]

Tue Sep 1	Lecture (pre-recorded)	The UN and the Architecture of Global Governance OOQ#1 Due by class time
Sep 1-3	Discussion	Geography Quiz #1: Europe Discuss readings & IGO Assignment IGO Asgmt Due
Thu Sep 3	Lecture (live)	Regional Integration and Brexit

WEEK 3

What are My Human Rights?

Readings: 'The Historical Development of International Human Rights' by Michelo Hansungule (2010) [29 pp]
'Human Rights' by Richard Falk (2004) [6 pages]

Tue Sep 8	Lecture (pre-recorded)	An Introduction to International Human Rights Law OOQ#2 Due by class time
Sep 8-10	Discussion	Discuss readings and the theme of Human Rights Human Rights Asgmt Due
Thu Sep 10	Lecture (live)	Review Discussion Questions

WEEK 4

What is Global Citizenship?

Reading: 'Globalization, Citizenship and the University' by Robert A. Rhoads and Katalin Szelényi (2011) [44 pages]

Tue Sep 15	Lecture (pre-recorded)	Global Citizenship in the Age of Neoliberalism OOQ#3 Due by class time
Sep 15-17	Discussion	Workshop the Writing Guide Discuss Reading in Small Groups and Reconvene
Thu Sep 17	Lecture (live)	Writing Workshop Globalization Debates Global Citizenship Writing Guide Due

WEEK 5

What is the Digital Divide?

Readings: 'Globalization of Mobile and Wireless Communications' by Marco Moretti (2011) [10 pages]
'The bad news is that the digital access divide is here to stay' by Martin Hilbert (2016) [13 pages]

Tue Sep 22	Lecture (pre-recorded)	International Communications IU Plagiarism Exam Summary or Certificate Due
Sep 22-24	Discussion	Review of Part One
Thu Sep 24	Lecture (live)	Can We Bridge the Digital Divide?
Sep 24-27	Exam #1 Global Citizenship Exam	

COURSE SCHEDULE

PART TWO: GLOBAL MIGRATION

WEEK 6

Global Migration Patterns

Readings: 'Global Migration in Historical Perspective' by Mavroudi and Nagel (2016) [26 pages]
'Precarious Migrants' by Ferguson and McNally (2015) [15 pages]

Tue Sep 29 Lecture (pre-recorded) Great Migrations | **OQ#4 Due by class time** | **Global Citizenship Paper Due**
Sep 29 – Oct 1 Discussion **Geography Quiz #2: Africa** | The Precarity of Being a Migrant
Thu Oct 1 Lecture (live) Migration and the Restructuring of Global Labor Markets

WEEK 7

Population and Migration

Readings: 'Global Population Projections' by Anderson et. Al. (2015) [5 pages]
'The Urban Climacteric' by Mike Davis (2006) [19 pages]

Tue Oct 6 Lecture (pre-recorded) Global Population Increase & the Development Paradox | **OQ#5 Due by class time**
Oct 6-8 Discussion Discuss readings and the film 'Don't Panic'
Thu Oct 8 Lecture (live) A Planet of Slums?

WEEK 8

Current Migration Crises

Readings: 'Immigrant America' by Raymond Taras (2018) [22 pages]
'Europe's Migration Crisis' by James Hampshire (2015) [4 pages]

Tue Oct 13 Lecture (pre-recorded) Migration Crises in the Americas and Europe | **OQ#6 Due by class time**
Oct 13-15 Discussion Workshop the Writing Guide
Thu Oct 15 Lecture (live) The Current Migrant Crisis in Europe | **Migration Writing Guide Due**

WEEK 9

Human Trafficking and Modern Slavery

Readings: 'Human Trafficking: A Worldwide Concern' by Kevin Bales (2005) [28 pages]
"A Vile and Violent Thing": Female Traffickers and the Criminal Justice Response'
by Rose Broad (2015) [16 pages]
Film: 'Sex Trafficking: How it Works' with Mimi Chakarova (2011) (watch before discussion)
<https://www.youtube.com/watch?v=CIQpws3XgwY>

Tue Oct 20 Lecture (pre-recorded) Human Trafficking and Modern Slavery | **OQ#7 Due by class time**
Oct 20-22 Discussion: Discuss readings and the film 'Sex Trafficking'
Thu Oct 22 Lecture (live) Ending Modern Slavery: What will it take?

WEEK 10

Migration and Climate Change

Readings: 'The Making of the Hockey Stick' by Michael Mann (2012) [21 pages]
'Introduction: Migration and Climate Change' by Piguet et. al. (2011) [26 pages]

Tue Oct 27 Lecture (pre-recorded) Climate Change and the Market Economy | **Migration Paper Due**
Oct 27-29 Discussion **Review of Part Two** | Discuss Readings
Thu Oct 29 Lecture (live) What will it take to deal with Climate Change?

Exam #2 Global Migration Exam

COURSE SCHEDULE

PART THREE: GLOBAL INEQUALITY

WEEK 11

The Global Market Economy and Inequality

Readings: ['Indigestible Recipe: Rice, Chicken Wings, and International Financial Institutions: Or Hunger Politics in Haiti'](#) by Jean-Germain Gros (2010) [12 pages]
['Does Globalization Increase Inequality'](#) V. Shiva vs L. Chandy and G. Gertz (2010) [9 pages]

Tue Nov 3 Lecture (pre-recorded) International Financial Institutions (IFIs) and Austerity | **OO#8 Due by class time**
 Nov 3-5 Discussion **Geography Quiz #3: The Americas** | Neoliberalism and Structural Adjustment
 Thu Nov 5 Lecture (live) Global Inequality and Economic Development

WEEK 12

The Green Revolution and Inequality

Readings: ['The Green Revolution'](#) by Gordon Conway (2012) [21 pages]
['The Political Economy of Hunger in 21st Century India'](#) by Jayati Ghosh (2010) [6 pages]

Tue Nov 10 Lecture (pre-recorded) The Green Revolution: Heroes and Critics | **OO#9 Due by class time**
 Nov 10-12 Discussion **Geography Quiz #4: Asia** | The Controversy over GMOs | **GMO Asgmt Due**
 Thu Nov 12 Lecture (live) The Problem of Hunger and A Second Green Revolution?

WEEK 13

Gender and Inequality

Readings: ['Gender and Inequality in the Global Labor Force'](#) by Mary Beth Mills (2003) [16 pages for Tues]
['Searching for a middle ground'](#) by Ulf Johansson Dahre (2017) [16 pages]
['The Influence of Cultural Relativism on International Human Rights Law'](#) by K. Brennan (1989) [32 pages]

Tue Nov 17 Lecture (pre-recorded) The Making of UN Women | **OO#10 Due by class time**
 Nov 17-19 Discussion The Struggle for Gender Inequality | Universalism vs Cultural Relativism
 Thu Nov 19 Lecture (live) Cultural Relativism and the FGM Controversy | **Inequality Writing Guide Due**

WEEK 14

Thanksgiving Break: No Classes November 23-27

WEEK 15

Global Health and Inequality

Readings: ['The Poor have no face, no voice'](#) by Gijs Walraven (2011) [10 pages]
['Globalization and Tobacco'](#) by Derek Yach et. al. (2007) [25 pages]

Tue Dec 1 **Guest Lecture (live)** 'A Perspective on Global Health' and 'The Global Tobacco Pandemic' with **Dr. Christopher Squier** | **OO#11 Due by class time**
 Dec 1-3 Discussion **Review of Part Three**
 Thu Dec 3 **Guest Lecture (live)** 'Covid-19 and Pandemics in History' with **Dr. Christopher Squier**

WEEK 16

Summary: What Have We Learned?

Readings: ['How Ideas Change the World'](#) by Rutger Bregman (2014) [31 (short) pages]

Tue Dec 8 Lecture (pre-recorded) Hegemony and Resistance | **Inequality Paper Due**
 Dec 8-10 Discussion **Evaluations** (bring your electronic devices) | Share what you have learned
 Thu Dec 10 Summary Lecture (live) What Can Global Citizens Do?

WEEK 17

FINALS WEEK

Exam Week **Exam #3 Global Inequality Exam**
 Due by 11:59 pm on Weds Dec 16

POLICIES: PARTICIPATION

1. **Cameras On Please:** Please keep your cameras on, if possible, during live meetings via Zoom. We hope you have a camera on your computer so that when participating via Zoom your instructors and classmates can see you. The more of us who are visible, the more we can re-create the feel of a live classroom.
2. **Make-Up Assignments:** Online Quizzes and Geography Quizzes cannot be re-taken after the date by or on which they are to be taken except in cases involving legitimate, documented reasons. An assignment sheet with Instructions may be found under the Course Materials module on Icon/Canvas.
3. **Collaboration:** You are encouraged to collaborate with your classmates in reviewing the reading material and discussing the course content. Exams and assignments, however, are an evaluation of how well you have comprehended and synthesized the course content as an individual. While you may discuss the essay questions you are given for assignments with your colleagues, you are expected to do the writing on all written assignments, quizzes and exams by yourself.

POLICIES: WRITTEN ASSIGNMENTS

1. **Plagiarism:** You are expected to submit original work. Do not cut and paste material from your sources as you write, as this greatly increases the likelihood of plagiarism. Any string of text longer than seven (7) words that is lifted directly from a source that is not attributed to the original by adding “quote marks” *and* a citation constitutes plagiarism. Paraphrasing without including a citation is also plagiarism. Plagiarism is a form of cheating because it involves falsely indicating to the reader that you wrote something which you did not write. All written assignments are checked electronically for instances of plagiarism. Blatant cheating will result in a 0 for the assignment and will be reported to the University authorities. You will learn more about academic dishonesty (plagiarism) by completing the IU Test.
2. **Online Submissions Formatting:** All written assignments must be submitted via the ICON/Canvas Dropbox so that the text of your writing assignments may be compared against the web and other student papers to ensure academic honesty. For the electronic version, submit your file in a standard file format such as .pdf, .docx, or .rtf to be sure that your instructor can open it.
3. **Late Penalties:** Assignments handed in by the on time will receive priority in terms of comments. No penalties will be assessed on late assignments during a grace period of 7 days. Thereafter, half a letter grade (5%) deduction will be assessed on any written assignment turned in more than 7 days late, increasing to a full letter grade (10%) after 14 days.
4. **Do Not Cite Reference Works:** Reference works such as *Encyclopedia Britannica* or *Wikipedia.org* provide general knowledge. You may take it for granted that your reader has access to information found here and therefore you do not need to include such reference works in your citations and bibliography; they will not count toward your minimum number of citations.
5. **No Domestic Topics:** The focus of this course is *international*. There are dozens of courses focusing on domestic topics within the United States. If the topic for your written assignments or presentations is focused solely on the United States, you will be asked to redo the assignment. Comparative studies between the US and another country, however, may be explored, with approval from your instructor.
6. **A Note to Foreign Students:** While you may not focus on the United States, you also may not focus on your country of origin, since this is ‘domestic’ for you. For example, students from China may not turn in papers exclusively about China and students from Mexico may not turn in papers about Mexico. You may, however, explore a comparative study between your country of origin and another country, upon approval of your instructor.

GUIDELINES FOR WRITING ASSIGNMENTS

The following guidelines apply to all three of your writing assignments.

CHOOSING AND NARROWING DOWN TOPIC

You are encouraged to choose a topic which involves two or more countries, but if you choose to focus on one country, be sure to include an international component. For example, if you want to write about the culture of *favelas* (slums, shantytowns) in Brazil, you might make some brief comparisons with shantytowns in one or more other countries in Latin America or elsewhere. A good way to get started narrowing down your topic is to write down a list of 6-12 keyword phrases and then start entering these as search terms in databases like JSTOR [see 'JSTOR' on the syllabus, p. 10 below], the university's main website, or using a search engine.

You are looking for a *specific* topic and more specifically, a controversy or debate. Your topic can be as specific as, for example, focusing on a particular policy which affects shantytown residents or the rhetoric and the reality when it comes to perceptions of certain migrants or refugees in a certain country.

Note: As stated in your syllabus, you may *not* choose a topic that focuses solely on a domestic issue in the United States. Non-US students may *not* choose a topic that focuses solely on your country of origin.

RESEARCH EXPECTATIONS

Once you have decided upon a topic, the next step is to locate reading materials which you will actually use as your sources. Gather a dozen or so items as a first search, pause, refine your search from there and start again. Simply grabbing the first few sources you locate to meet any specified minimum number of sources is not the way to produce a quality essay and earn a good grade. In order to locate a good controversy and/or good evidence to support your argument, you will read many more sources than you actually use in your paper.

1. In class, we will review the distinction between '**scholarly**' (peer-reviewed) and '**popular**' sources. You are encouraged to work with scholarly sources as much as possible. When using popular sources, you are encouraged to avoid websites which provide minimal information for your citation and to rely on reputable sources, including reliable news outlets, government reports and documentary videos. Do not cite reference works such as *Encyclopedia Britannica* or *Wikipedia* even if you use them to locate information. Wikipedia pages will often provide footnotes; you are encouraged to explore and cite *those* sources if they appear reliable. Ask your instructor for assistance if you are uncertain as to whether a source is scholarly, reputable or reliable.
2. Use a **variety of sources** and do not rely too heavily on one source or one journal.
3. The university **librarians** are eager to assist you in locating materials. Brett Cloyd is the new specialist in International Studies at UI Libraries, see: <https://guides.lib.uiowa.edu/brett-cloyd>.
4. You may **use course materials** as sources for your paper if appropriate. They should make up no more than 1/3 of your total citations at most. Course materials listed in your bibliography will *not* count toward meeting any specified minimum number of sources, scholarly or otherwise.

FORMATTING

Written assignments will be typed on plain white 8.5" x 11" paper using 12 point font (Times New Roman is preferred), using 1" margins. 1.5 line spacing is preferred; 2.0 is acceptable. Use a standard font like Calibri or Times. Number your pages, starting from page 2. Chicago Manual of Style formatting is preferred but you may use any style manual you choose, or follow your own formatting style, so long as you are consistent. Be sure to give your essay an informative title.

Length

All three essays should be a minimum of two (2) full pages in length; there is no maximum page length. Writing short papers can be harder than writing long papers! Because you are writing a short paper, you will likely want to produce several drafts until you are sure that your argument is focused and specific by removing redundant or unnecessary material such as 'throat clearing' statements. ("This idea is important because x" can usually be revised to just say "x"). Please provide a word count, not counting the bibliography, two lines below the last sentence of your essay.

Citations Formatting

In class you will be given examples of how to produce citations and a bibliography using the *Chicago Manual of Style*. You may use the style manual or format of your choosing, so long as the formatting is consistent. Whether you use footnotes or in-text citations, each citation should contain, at a minimum, the surname of the author or the name of the institution which produced the document, the year of publication and page numbers if available. Here is an example of an in-text citation: (Smith 2017: 1-5). At the end of this sentence and at the bottom of this page is an example of a footnote.¹

Bibliography Formatting

You must also produce a bibliography or 'list of references' at the end of the paper. *Do not* simply cut and paste your bibliography from an automated referencing program like Endnote because the result will *not* be a consistently formatted bibliography. The entries in the bibliography should be alphabetized by surname (Smith, John) or name of institution credited with authorship. The bibliography should be single-spaced with a blank line between each entry. The first line of each entry should be flush left and additional lines of the same entry should be indented five spaces, for example:

Berk, Richard A. *Water shortage : lessons in conservation from the great California drought, 1976-1977*. Cambridge, Massachusetts: About Books, 1981.

Jowett, A. J. "China's Water Crisis: The Case of Tianjin (Tientsin)." *The Geographical Journal* , vol. 152, no. 1 (March 1986): 9-18. <<http://www.jstor.org/stable/632934>> (accessed: November 1, 2013).

Non-English Sources

If you can read in a language other than English, you are encouraged to use foreign language sources, however be sure you translate into English any passages you choose to quote directly. Also, be sure to translate the title of the article or book in question alongside the non-English title in the bibliography. Any non-English terms appearing in your text should be *italicized*.

¹ John A. Smith. "International Studies is the most awesome field of studies in the world." *Journal of Awesome Studies*, 10, 1 (2017): 1-5.

GRADING RUBRIC

Each writing assignment will involve a different rubric. Each criterion under each rubric will be graded on a 10-point scale and the results will be averaged to produce a final score and letter grade. The policy on late assignments can be found on page 6 of the syllabus.

GRADING SCALE									
0-5.9	F	6-6.9	D	7-7.9	C	8-8.9	B	9-10	A
unacceptable		poor		acceptable		good		excellent	

STUDENT RESOURCES

- **The Writing Center:** www.uiowa.edu/~writingc/ helps all in the University community improve their writing, including attitudes and self-confidence about writing. We also assist with reading.
- **The Speaking Center:** clas.uiowa.edu/rhetoric/for-students/speaking-center is available to help students who would like to work on any aspect of oral communication, including: effective classroom participation, delivering oral presentations, speech anxiety and much more.
- **Tutor Iowa:** tutor.uiowa.edu/ is an excellent resource to find academic assistance and mentoring for your University of Iowa courses.
- **UI Libraries:** have librarians on hand to help you succeed with your projects, while the website: <http://search.lib.uiowa.edu> is your gateway to finding resources. The new International Studies Librarian here at Iowa is Tim Arnold; he is ready to assist you with your work.
- **JSTOR:** Guidelines for your written assignments may require a minimum number of scholarly sources. JSTOR is the world's largest repository of scholarly articles and the first place to look for scholarly articles on your topic. From the University Libraries website, click 'Databases', select the letter 'J' and scroll to the bottom of the page and click on 'JSTOR (Journal Storage)'. Log in using your hawkid at the prompt and click 'Advanced Search'. Type in your key terms and check the 'Articles' checkbox to begin searching.

UI and the College of Liberal Arts and Sciences INFORMATION FOR UNDERGRADUATES

Absences and Attendance

Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, military service obligations, unavoidable circumstances or University authorized activities. Students may use the CLAS absence form to aid communication with the instructor who will decide if the absence is excused or unexcused. The form is on ICON in the top banner under "Student Tools." More information is at <https://clas.uiowa.edu/students/handbook/attendance-absences>.

Academic Integrity

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#). Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through UI email. Visit this page for information: (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

Accommodations for Disabilities

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at <https://sds.studentlife.uiowa.edu/>.

Administrative Home of the Course

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: <https://clas.uiowa.edu/students/handbook>.

Class Behavioral Expectations

Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the [Code of Student Life](#). This includes the policies and procedures that all students have agreed to regarding the Steps Forward for Fall 2020 in response to the COVID-19 pandemic. Particularly, all students are required to wear a face covering when in a UI building, including a classroom. In addition, the density of seats in classrooms has been reduced; in some instances, this will allow 6 feet or more between students while other cases, it may be less. Regardless, wearing a face covering and maintaining as much distance as possible are vital to slowing the spread of COVID-19. In the event that a student disrupts the classroom environment through their failure to comply with the reasonable directive of an instructor or the University, the instructor has the authority to ask that the student immediately leave the space for the remainder of the class period. Additionally, the instructor is asked to report the incident to the [Office of Student Accountability](#) for the possibility of additional follow-up. Students who need a temporary alternative learning arrangement related to COVID-19 expectations should contact [Student Disability Services arrangements](#): +1 319-335-1462
<https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning-arrangements/>

INFORMATION FOR UNDERGRADUATES (continued)

Class Recordings: Privacy and Sharing

Some sessions of a course could be recorded or live-streamed. Such a recording or streaming will only be available to students registered for the course. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit **written** consent of the faculty member. Students may not share these sessions with those not in the class; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

Communication and the Required Use of UI Email

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](#)).

Complaints

Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences; see this page for more information:

<https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

Final Examination Policies

The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and location of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals with very few exceptions made (for labs, ESL and some world language courses, and off-cycle courses):

<https://registrar.uiowa.edu/final-examination-scheduling-policies>.

Nondiscrimination in the Classroom

The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (<https://diversity.uiowa.edu/eod>; +1 319 335-0705 or (diversity.uiowa.edu)).

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see <https://osmrc.uiowa.edu/>.