

General Education Course Information Sheet

Please submit this sheet for each proposed course

<i>Department & Course Number</i>	I A STD 1
<i>Course Title</i>	Introduction to International & Area Studies
<i>Indicate if Seminar and/or Writing II course</i>	No

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____ X
- Social Analysis _____ X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The first section of the course covers political and economic topics central to international studies such as democratization and development. The second half of the course focuses on social and cultural issues with a global significance such as migration and climate change.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Adam Moore, Assistant Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____
 If yes, please indicate the number of TAs _____ 1-2

4. Indicate when do you anticipate teaching this course over the next three years:

2012-2013	Fall	75	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2013-2014	Fall	150	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2014-2015	Fall	150	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes ___ No X
 If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

- ❑ General Knowledge

The goal is to illuminate and clarify the profoundly international character of the world we live in, and to introduce a set of contemporary issues and challenges that cross borders and affect every region of the world.
- ❑ Integrative Learning

This course places an emphasis on continuous engagement with the lectures and readings. It also asks students to delve deeply into key books which address one or more of the course topics. For example, through the book essay assignment, students will discuss how the book relates to the themes of the course and enhances your understanding of commonalities and differences across regions of the world. Students are expected to ensure that their book essay and a separate presentation assignment cover both of the overall themes of this course. That is, if the book that they chose for the presentation assignment addresses an issue or set of issues covered in the society and culture section of the course the book they choose for their essay assignment should focus on political and economic themes, and vice versa.
- ❑ Ethical Implications

Understanding different cultural contexts will prevent students from assuming that Western societies are necessarily more advanced than others.
- ❑ Cultural Diversity

The broad sweep of the course will allow students to learn about how different cultures and societies approach solutions to similar problems.
- ❑ Critical Thinking

Deep individual and group based investigation of important books will teach students to read and evaluate authors' claims more critically and to integrate the general themes and concepts introduced in the lectures.
- ❑ Rhetorical Effectiveness

In discussion sections and through group projects, students learn how to form cogent arguments about such things as globalization, international social movements, climate change, and religion.
- ❑ Problem-solving

Through studying provocative works on controversial subjects, students will be required to assess conflicting claims in the literature and draw their own conclusions about important world issues. Through group presentations, they will experience the challenge of collective action toward a common goal.
- ❑ Library & Information Literacy

Students will be encouraged to use library resources to enhance their understanding of course materials.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|-------|---------|
| 1. Lecture: | 3 | (hours) |
| 2. Discussion Section: | 1 | (hours) |
| 3. Labs: | _____ | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (hours) |

(A) TOTAL Student Contact Per Week 4 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|----------------------------------|---|---------|
| 1. General Review & Preparation: | 1 | (hours) |
|----------------------------------|---|---------|

- | | | |
|-------------------------------------|-------------------|---------|
| 2. Reading | <u>5</u> | (hours) |
| 3. Group Projects: | <u>1</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>2</u> | (hours) |
| 5. Information Literacy Exercises: | <u> </u> | (hours) |
| 6. Written Assignments: | <u>2</u> | (hours) |
| 7. Research Activity: | <u> </u> | (hours) |

(B) TOTAL Out-of-class time per week 11 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

International and Area Studies 1

Introduction to International and Area Studies

12 Fall

Instructor: Adam Moore
Email: adam.moore@geog.ucla.edu
Office: Bunche Hall 1157

Course description and objectives

IAS 1 is an interdisciplinary course designed to introduce students to the subject matter of the international studies curriculum. The goal is to illuminate and clarify the profoundly international character of the world we live in, and to introduce a set of contemporary issues and challenges that cross borders and affect every region of the world. Most of these issues can be studied at greater depth and detail in the upper division thematic courses. And many of them will reappear as “context” in the upper division area-focused courses as well.

This class is divided into two main parts. The first section covers political and economic topics central to international studies such as democratization and development. The second half of the course focuses on social and cultural issues with a global significance such as migration and climate change.

Course requirements and expectations

This course places an emphasis on continuous engagement with the lectures and readings. It also asks students to delve deeply into key books which address one or more of the course topics. There are four required assignments for this course:

- One short (~5-6 page) book essay

Each student will write a book review of one of the recommended books for the class. In this paper, students should address the following points:

- a) Describe the author’s argument and purpose in writing the book. What is the question the author seeks to answer? Is there a debate which the author is engaging, and if so, what is the author’s point of view?
- b) Assess the quality of the argument with regard to logic and evidence. Does the author’s reasoning make sense? What evidence is offered to support it, and is it sufficient? What assumptions underlie the author’s argument, and are they justified?
- c) Discuss how the book relates to the themes of the course and enhances your understanding of commonalities and differences across regions of the world.

Note: Late essays will suffer a 10% reduction per day. In the case of illness, family emergency or other similar circumstance, please contact your TA as soon as possible, before an assignment is due.

- Group book presentation and evaluations

The second assignment is a small group (4-5 students) book presentation of roughly 20-25 minutes. Student groups and books will be determined by the second week of the course. In addition to their own presentation students are expected to evaluate the other group presentations in their section and participate in a brief question and answer discussion following presentations. (Details on presentation and evaluation expectations will be presented by TAs in sections). As with the essay, group presentations should address the following points:

- a) Describe the author's argument and purpose in writing the book. What is the question the author seeks to answer? Is there a debate which the author is engaging, and if so, what is the author's point of view?
- b) Assess the quality of the argument with regard to logic and evidence. Does the author's reasoning make sense? What evidence is offered to support it, and is it sufficient? What assumptions underlie the author's argument, and are they justified?
- c) Discuss how the book relates to the themes of the course and enhances your understanding of commonalities and differences across regions of the world.

One further point: Students are expected to ensure that their book essay and presentation cover both of the overall themes of this course. That is, if the book that they chose for the presentation assignment addresses an issue or set of issues covered in the society and culture section of the course the book they choose for their essay assignment should focus on political and economic themes, and vice versa.

- Midterm and final exams:

The midterm and final exams will consist of 4 point identification questions and 16 point short answer questions. Students are required to answer the latter section of the exams in full and complete sentences (*i.e.*, no bullet-point answers will be accepted). There will be no rescheduling of the midterm or final exams save for serious medical emergencies, which must be documented.

Basis of grades:

Book presentation and evaluations:	25%
Book review essay:	25%
Midterm exam:	25%
Final exam:	25%

Grading scale:

95-100 = A+

90-94.9 = A
85-89.9 = B+
80-84.9 = B
75-79.9 = C+
70-74.9 = C
65-69.9 = D+
60-64.9 = D
0-59.9 = F

A note on academic honesty: Academic honesty and integrity is expected at all times. Academic dishonesty, including but not limited to plagiarism, cheating and other forms of misconduct, will NOT be tolerated. Cases of academic dishonesty will be handled according to University guidelines.

Finally, this course is taught with the assumption that everyone here is an adult and responsible for their own education. Therefore, while students are expected to attend all lectures and read all assigned materials, attendance will not be taken. Attendance is mandatory, however, for sections. Please be aware that if you miss a lecture for any reason you are responsible for the material covered. Lecture slides will be posted on the class website.

Required and recommended books

There is one required book for this class:

Paul Collier, *The bottom billion: Why the poorest countries are failing and what can be done about it*

In addition to this book selected readings will be posted on the course website. Required and recommended readings are listed in the class schedule section of the syllabus outlined below. Additional readings may be assigned during the course.

Below is a list of recommended books for group presentations and review essays. All of these books are fairly cheap to purchase online (all are available in paperback). A copy of each book will also be placed on reserve at College Library. Students are expected to choose books from this list for presentations and essays unless they receive permission from their TA to utilize a different text.

John Bowen, *Why the French don't like headscarves: Islam, the state and public space*

Jared Diamond, *Guns, germs and steel: The fates of human societies*

Dani Rodrick, *The globalization paradox: Democracy and the future of the world economy*

John and Jean Comaroff, *Ethnicity, Inc.*

Naomi Klein, *The shock doctrine: The rise of disaster capitalism*

Larry Smith, *The world in 2050: Four forces shaping civilization's northern future*

Samuel Huntington, *The clash of civilizations and the remaking of world order*

Kathryn Sikkink, *The justice cascade: How human rights prosecutions are changing world politics*

Olivier Roy, *Globalized Islam: The search for a new Ummah*

Daron Acemoglu and James Robinson, *Why nations fail: The origins of power, prosperity and poverty*
Hernando de Soto, *The mystery of capital: Why capitalism triumphs in the West and fails everywhere else*
Leiba Faier, *Intimate encounters: Filipina women and the remaking of rural Japan*
Anna Tsing, *Friction: An ethnography of global connection*
William Easterly, *The elusive quest for growth: Economists' adventures and misadventures in the Tropics*
Sally Merry, *Human rights and gender violence: Translating international law into local justice*
Amartya Sen, *Development as freedom*
Marc Lynch, *The Arab uprising: The unfinished revolutions of the new Middle East*
Denise Brennan, *What's love got to do with it? Transnational desires and sex tourism in the Dominican Republic*

Class schedule

Part I: Politics and Economics

Week 1

Day 1: Introduction to the class

Day 2: Globalization (political and economic)

Reading: Robert Keohane and Joseph Nye, "Globalization: What's new? What's not? (And so what?)" *Foreign Policy*. 2000

Reading: Peter Dicken, "Tangled webs: Unraveling complexity in the global economy" (Chapter 3). *Global shift* (6th edition), 2011

Week 2

Day 1: The politics and economics of development

Reading: Paul Collier, "What's the issue?" (Part 1) and, "An agenda for action" (Part 5). *The bottom billion*, 2007

Reading: William Easterly, "Planners versus searchers" (Chapter 1). *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good*, 2006

Day 2: Development 'traps': What are they, and can they be overcome?

Reading: Paul Collier, “The traps” (Part 2) and, “The instruments” (Part 4). *The bottom billion*, 2007

Week 3

Day 1: Global inequality

Reading Paul Collier, “An interlude: Globalization to the rescue?” (Part 3). *The bottom billion*, 2007

Reading Nancy Bermeo, “Does electoral democracy boost economic equality?” *Journal of Democracy*, 2009

Day 2: Democracy and democratization

Reading: Georg Sorensen, “Democracy and democratization” (Chapter 24). *Handbook of politics*, 2010

Reading: Larry Diamond and Leonardo Molino, “The quality of democracy: An overview.” *Journal of Democracy*, 2004

Week 4

Day 1: Development of the sovereign territorial state system

Reading: Alec Murphy, “The sovereign state system as a political-territorial ideal: Historical and contemporary considerations” (Chapter 4). *State sovereignty as social construct*, 1996

Day 2: Globalization and challenges to the sovereign territorial state

Reading: John Agnew: “Globalization and state sovereignty” (Chapter 1). *Globalization and sovereignty*, 2009

Reading: James Ferguson and Akhil Gupta: “Spatializing states: Toward an ethnography of neoliberal governmentality.” *American Ethnologist*, 2002

Week 5

Day 1: Transnational terrorism and crime

Reading: Bruce Hoffman, “Defining terrorism” (Chapter 1). *Inside terrorism*, 2006

Reading: Tamara Makarenko. “The crime-terror continuum: Tracing the interplay between transnational organized crime and terrorism.” *Global Crime*, 2004

Day 2: Weak states, intra-state wars and international intervention

Reading: Gareth Evans and Mohamed Sahnoun, "The responsibility to protect." *Foreign Affairs*, 2002

Reading: Stephen Krasner: "Sharing sovereignty: New institutions for collapsed and failing states." *International Security*, 2004

Part II: Society and Culture

Week 6

Day 1: **Midterm**

Day 2: Globalization (cultural)

Reading: John Tomlinson, "Cultural globalization" (Chapter 17). *The Blackwell companion to globalization*, 2008

Reading: Heather Tyrrell, "Bollywood versus Hollywood: The battle of the dream factories" (Chapter 40). *The globalization reader*, 2003

Week 7

Day 1: Religion, identity and society

Reading: John Bowen, "Should there be an Islam for Europe?" (Chapter 7). *Can Islam be French? Pluralism and pragmatism in a secular state*, 2009

Reading: Philip Jenkins, "The Christian revolution" (Chapter 1). *The next Christendom, the coming of global Christianity*, 2007

Day 2: Transnational migration

Reading: Roger Waldinger, "Immigrant transnationalism." *Sociopedia.isa*, 2011

Reading: Hein de Haas, "International migration, remittances and development: Myths and facts." *Third World Quarterly*, 2005

Week 8

Day 1: Gender, family and demography

Reading: Sheila Croucher, "Gendering globalization, globalizing gender" (Chapter 5). *Globalization and belonging: The politics of identity in a changing world*, 2004

Reading: Nira Yuval-Davis: "Women and the biological reproduction of the nation" (Chapter 2). *Gender and Nation*, 1997

Day 2: Human rights and transnational social movements

Reading: Gay Seidman, "Transnational labor campaigns: Can the logic of the market be turned against itself?" *Development and Change*, 2008

Reading: Reading: Louis Henkin, "Human rights: Ideology and aspiration, reality and prospect" (Chapter 1). *Realizing human rights: Moving from inspiration to impact*, 2000

Week 9

Day 1: Nationalism

Reading: Michael Billig, "Flagging the homeland daily" (Chapter 5). *Banal nationalism*, 1995

Reading: Jerry Muller, "Us and them: The enduring power of ethnonationalism." *Foreign Affairs*, 2008

Day 2: Climate change and human societies (Guest lecture by Larry Smith)

Reading: TBD

Week 10

Day 1: Food systems, natural resource exploitation and environmental crises

Reading: Theodore Bestor, "How sushi went global." *Foreign Policy*, 2000

Reading: Jared Diamond, "One island, two peoples, two histories: The Dominican Republic and Haiti" (Chapter 11). *Collapse: How societies choose to fail or succeed*, 2006

Day 2: **Final exam**

Finals week: Book review essay due

Section schedule

Week 1: Introduction and discussion of book presentation and essay assignments

Week 2: TA modeling of book presentation and discussion facilitation

Week 3: Student group book presentation and discussion I

Week 4: Student group II

Week 5: Student group III

Week 6: Student group IV

Week 7: Paper workshop

Week 8: Student group V

Week 9: Student group VI

Week 10: Wrap up



New Course Proposal

	International and Area Studies 1 Introduction to International and Area Studies
<u>Course Number</u>	International and Area Studies 1
<u>Title</u>	Introduction to International and Area Studies
<u>Short Title</u>	INTL & AREA STUDIES
<u>Units</u>	Fixed: 5
<u>Grading Basis</u>	Letter grade or Passed/Not Passed
<u>Instructional Format</u>	Lecture - 3 hours per week Discussion - 1 hours per week
<u>TIE Code</u>	LECS - Lecture (Plus Supplementary Activity) [T]
<u>GE Requirement</u>	Yes
<u>Major or Minor Requirement</u>	Yes
<u>Requisites</u>	None
<u>Course Description</u>	Introduction to International & Area Studies from an interdisciplinary framework covering themes related to international politics and markets, as well as international societies and cultures. The goal is to illuminate and clarify the profoundly international character of the world we live in, and to introduce a set of contemporary issues and challenges that cross borders and affect every region of the world.
<u>Justification</u>	This is the required lower division preparation course for all students pursuing a major or minor under the International & Area Studies IDP.
<u>Syllabus</u>	File IA STD 1 12F Syllabus.docx was previously uploaded. You may view the file by clicking on the file name.
<u>Supplemental Information</u>	
<u>Grading Structure</u>	Book presentation and evaluations: 25% Book review essay: 25% Midterm exam: 25% Final exam: 25%
<u>Effective Date</u>	Fall 2012
<u>Instructor</u>	Name Title Adam Moore Assistant Professor
<u>Quarters Taught</u>	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer

Department	International and Area Studies	
Contact	Name	E-mail
Routing Help	GABRIELA SOLOMON	gsolomon@international.ucla.edu

ROUTING STATUS

Role:	Registrar's Publications Office
Status:	Pending Action
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Added to SRS on 4/25/2012 10:44:25 AM
Changes:	Title
Comments:	No Comments
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 4/25/2012 10:30:41 AM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671
Status:	Approved on 4/25/2012 9:00:48 AM
Changes:	No Changes Made
Comments:	No Comments
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 4/23/2012 2:17:47 PM
Changes:	No Changes Made
Comments:	Routing to Michael Meranze for FEC approval
Role:	Department Chair or Designee - Solomon, Gabriela R (gsolomon@international.ucla.edu) - 62806
Status:	Approved on 4/19/2012 11:24:02 AM
Changes:	No Changes Made
Comments:	Acting on behalf of Michael Thies, International & Area Studies IDP Chair and Roger Waldinger, Associate Vice Provost, International Institute.
Role:	Initiator/Submitter - Solomon, Gabriela R (gsolomon@international.ucla.edu) - 62806
Status:	Submitted on 4/19/2012 11:22:14 AM
Comments:	Initiated a New Course Proposal

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