

**XIDS 2301: Introduction to Global Studies**  
**Summer 2009**  
**Classes: MTWRF 1:00-4:25, TLC 1109**

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Office hours: T-F, 10:00-12:00, or by appointment.

Lectures: MTWRF 1-4:25, TLC 1109

**Objective:**

The purpose of the course is to promote an understanding of global awareness and the interconnectedness of the global human population as well as its dynamic interactions with the natural world. This requires an appreciation of the interconnectedness of global and local events, processes and structures. Toward this end, we will examine a range and diversity of global topics. Global Studies is an interdisciplinary enquiry into the developments which have in the past and will continue to shape the interconnectedness of people and places around the world. It employs critical analyses of the processes which have contributed to both the complexity and variety of our world societies and to the common features of the changing human and natural environments. It begins with basic questions, such as how does people's struggle to survive connect them across time and space, or what common features are there in the dynamics of conflict for people in different regions with similar experiences, and, how do apparently local issues or developments in one region of the world have profound impacts on people across the globe? Global Studies is much more than just the tracking and description of elements of "globalization," a process which has been going on since human communities first began migrating beyond the confines of their geographic origins. It is about the ways we both see and affect each other, and how people, states, societies, and the global community struggle to reconcile common individual and local interests with broader world-wide interests. Global Studies is, therefore, the study of us, and the world we share from a variety of perspectives.

Global Studies empowers us to see beyond our own personal experiences, to understand the holistic nature of human interconnections. It utilizes a wide range of intellectual disciplines to broaden our understanding of our world and our place in it. These may include history, geography, political science, science and medicine, philosophy and religious studies, and environmental sciences as well as economics. It seeks to illuminate our understanding of such transnational and global phenomena as environmental degradation, epidemic disease, mass migration, human rights issues, peace, conflict, global trade and economic linkages, and even spirituality. At its heart, Global Studies is about you as an individual and your global citizenship; it is about your identity within, experience of, you're your impact upon the world in which you live and always are a constitutive part. As a discipline, Global Studies prepares you to be better able to shape and improve your world.

**Learning outcomes:** Students are expected to describe and explain global issues in an analytical framework that emphasizes the role of the individual in her/his local community and their relationship to the global society.

### **A NOTE ON ACADEMIC HONESTY and other class policies**

All students are expected to conduct themselves with honesty and to DO THEIR OWN WORK. Cheating, in whatever form not only does a disservice to you, fellow students and the University community, it is fraud and brings severe disciplinary action. I refer all students to the section on Academic Honesty in the University Catalogue. I reserve the right to fail any student for academic dishonesty, and further disciplinary action may be taken.

-Students who are late to class, or who leave early (based on the instructor's determination of time) will be counted absent and they will not be permitted to write any tests, quizzes or exams in that class period.

-**NO CELL PHONES IN CLASS.** Students who use their cell phones in class will be asked to leave the class and an absence will be recorded for that class.

-There is no extra credit provided for this course.

-The instructor will not accept work that has been submitted for another course in this course.

-Students causing a disturbance or engaging in disruptive behavior will be asked to leave the class and be counted absent. Persistent disruptions may be cause for being dropped from the class.

-**N.B. This syllabus is subject to change, and the instructors have final say regarding these changes and their implementation.** Students are responsible for coming to class in order to make themselves aware of these changes

### **Grading:**

Material for the exams and assignments will be based on class lectures and discussions as well as assigned readings and the listed/assigned websites.

Grade distribution:

3 Film response papers: 10 % each/Total of 30%

1 Research Report (one on either Migration or Health) 20%

1 Simulation Report: 20%

1 Final Take Home Exam: 30%

**No make-ups for missed exams or quizzes will be granted except for cases of verifiable and documented health matters or official UWG business. Students MUST inform and provide the instructor with documentation in advance of any absence and make arrangements to take any quizzes or exams at an alternate time set at the discretion of the instructor.**

### **Readings:**

The Core reading bases for the course are the the Seven Revolutions Web Site and the Global Challenges web site, both can be linked from the Center for Strategic and International Studies (CSIS) Web Site. Other readings will be made available as noted from Prof. MacKinnon's website, under the course heading for this course, XIDS 2301, Summer 2009 at:

<http://www.westga.edu/~history/FacultyUpdated/AMacKinnon/XIDS%20powerpoint%20page%20Fall%202008.html>

**Web links:**

CSIS:

<http://www.csis.org/>

Seven Revolutions:

[http://www.7revs.org/sevenrevs\\_content.html](http://www.7revs.org/sevenrevs_content.html)

Global Challenges:

<http://www.csis.org/researchfocus/#GlobalChallenges>

Each major course topic has an outline and readings linked from this website. Other course topics and guest lectures will have readings assigned as noted for each day. Some of these may be found on other websites, such as the following, or will be made available as online readings:

Global Studies at the University of West Georgia

<http://www.westga.edu/~global01/>

Center for Strategic and International Studies

<http://www.csis.org/>

Global Health Council

<http://www.globalhealth.org/>

Centers for Disease Control

<http://www.cdc.gov/>

World Watch Institute

<http://www.worldwatch.org/>

Migration Information Source

<http://www.migrationinformation.org/>

United Nations

<http://www.un.org/>

Here are several useful **search engines:**

<http://eldis.org>

(Good for papers and researching topics)

<http://www.lexisnexis.com>

(Good for Podcasts)

World Press Organization

<http://www.worldpress.org/>

## **Class Assignments and Lectures:**

### **Week One**

#### **Mon. 18 May:**

Introduction and Syllabus/handouts:

World Systems/World History/Globalization/Global Studies Online Notes/Readings Synopsis of Wallerstein's World Systems theory at

<http://www.fordham.edu/halsall/mod/wallerstein.html>

Review Center for Strategic and International Studies web site and issues for The Seven Revolutions and Global Challenges:

<http://www.csis.org>

#### **Tuesday 19 May**

Population: Patterns, trends, and issues

*Reading:* 7 Revs and MacKinnon Chapter on population and consumption

Film: Migration

#### **Wednesday 20 May**

Population: Urbanization Guest Lecture by Prof. Noori

Reading: Mike Davis: Fear and Money in Dubai at: <http://newleftreview.org/?page=article&view=2635>

Film: City of God

#### **Thursday 21 May**

Political and Economic integration:

*Reading:* Read the 7 Revs. Section on global governance and on Economic Integration at

[http://www.7revs.org/sevenrevs\\_content.html](http://www.7revs.org/sevenrevs_content.html), the paper by Mary Kaldor on Democracy and

Globalization at: <http://www.lse.ac.uk/Depts/global/5publications2.htm> and information about the United Nations, UN, History, Charter, Declaration of Human Rights at:

<http://www.un.org/aboutun/>

FILM: Life and Debt

#### **Friday 22 May**

Indigenous Peoples: Alternatives and Challenges

Reading: Online Chapter on Indigenous People by MacKinnon

Film: Rabbit Proof Fence

### **Week Two**

**Monday 25 May NO CLASSES**

#### **Tuesday 26 May**

Resources, Food and Globalization

*Readings:* 7 Revs, MacKinnon Chapter on population and consumption, World Watch Paper 150, Underfed, and Overfed at <http://www.worldwatch.org/node/840> and PDF, The Power of Food, from Dr. MacKinnon's Website.

Film *Darwin's Nightmare*

\*\*\*\*\*First Film Response Paper Due\*\*\*\*\*

### **Wednesday 27 May**

Health: Infections and Inequalities (MacKinnon)

*Reading:* Online Chapter on Health and disease by MacKinnon

FILM: AIDS

*Research Paper:* Start at the *RX for The Planet* web site

<http://www.pbs.org/wgbh/rxforsurvival/series/diseases/index.html>

### **Thursday 28 May** Conflict: The origins and drivers of Conflict (MacKinnon)

*Reading:* 7 Revs. MacKinnon Chapter: War and Violent Conflict

Documentary Film: Blood Diamonds

### **Friday 29 May**

27) Conflict: Genocide

Read the Human Rights Watch Report on the Genocide at:

<http://www.hrw.org/en/reports/1994/05/01/genocide-rwanda>

Research the issues at the companion web site:

<http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/>

Film: Ghosts of Rwanda

\*\*\*\*Second Film Response Papers Due\*\*\*\*

Friday 29 May State Violence and Reconciliation

South Africa and the TRC

*Readings* <http://www.doj.gov.za/trc/trccom.htm> and Online article (can be found via UWG library journal locator), A. Norval, Review Article Truth and Reconciliation, *Journal of Southern African Studies*, Vol. 25, Number 3, September 1999, pp. 499-519. This can be obtained through the UWG Library website, journal locator.

Documentary: Facing the Truth.

### **Monday 1 June**

**Crisis Simulation: Congo**

\*\*\*\*Final Response Papers Due\*\*\*\*

\*\*\*\* Research Papers, Migration or Disease, due\*\*\*\*

### **Tuesday 2 June.**

**Simulation continued. \*\*\*\*Simulation report due\*\*\*\***

### **Thursday 4 June:**

**Take Home Exam Due by 1:00**

**N.B. All students must write the exams and the document analysis response at the times and dates specified. No exceptions will be made for other than verifiable medical excuses. No make-up exams or quizzes will be provided and a grade of A0" (zero) will be recorded for any missed assignments or exams. Late assignments**

will not be accepted. **THIS SYLLABUS IS SUBJECT TO CHANGE. PLEASE CHECK WITH THE INSTRUCTOR DIRECTLY ABOUT ANY POSSIBLE CHANGES. It is the student's responsibility to note changes.**

## **ASSIGNMENTS**

### **A Film Response Papers**

These papers are to be scholarly pieces of writing 2 pages (500 words) in length. They are each to be a review and analysis of three of films we have watch in class. The review should state clearly what the film is about, briefly describe the story/narrative of the film, and analyze how it relates to the following:

1. A theme or themes and topic(s) of the course; i.e. war, conflict and global arms sales.
2. A particular region of the world and how this region is connected, though the topic, to other parts of the world
3. How the film helped you better understand the theme/topic
4. What questions the film does not address.

### **Research Report:**

Each student must research and write a report on either the issue of human migration or public health and infectious disease. The report is to be a scholarly piece of writing approximately 4 pages (1000 words) in length. You must use correct grammar and syntax, and write clearly and concisely. You must use at least 3 different sources, and each of these must be approved by the professor before you write the paper.

For the migration paper you must address the following questions:

1. What specific country/region are you researching
2. What group(s) of people are you concerned with
3. Where are they migrating to?
4. What are the reasons they are migrating. What are the 'push' and 'pull' factors?
5. Is this a permanent migration, or short-term oscillation?
6. What sorts of impact do the people have on the place they migrate to?
7. What sorts of impact do these people have on the place they migrate from?

Places to start:

Migration Information Source

<http://www.migrationinformation.org>

The United Nations

<http://www.un.org/>

UN Migration

<http://www.un.org/esa/population/migration/index.html>

UN Refugees

<http://www.unhcr.org/cgi-bin/txis/vtx/home>

UN Population Division

<http://www.un.org/esa/population/unpop.htm>

International Labor Organization

<http://www.ilo.org/global/lang--en/index.htm>

Amnesty International

<http://www.amnesty.org/>

For the health/disease paper you must address

1. What specific disease are you concerned with?
2. What region/country will you focus on?
3. What environmental factors shape the course of the disease?
4. What human factors shape the course of the disease, how are these related to #3?
5. How does poverty, social dislocation or conflict affect the disease?
6. How widespread is the disease?
7. What are the treatments and prevention for the disease?

World Health Organization

<http://www.who.int/en/>

PBS Rx For the Planet web site (find a disease here)

<http://www.pbs.org/wgbh/rxforsurvival/series/matters/index.html>

Global Health Network

<http://www.globalhealth.org>

CISIS Global Health

<http://www.csis.org/researchfocus/GlobalHealth/>

Centers for Disease Control

<http://www.cdc.gov/>

Conflict in the Democratic Republic of the Congo

<http://www.un.org/apps/news/infocusRel.asp?infocusID=120&Body=Democratic&Body1=Congo>

### **B Global Crisis Simulation**

The class will be divided up into 5 groups, each of which will be a stakeholder in the current crisis in the Democratic Republic of the Congo

Tasks:

I Identify your resources and research a) the crisis and b) your group

**II Write a report, about 5-6 pages in length** on this and be prepared to present this to the class..  
Questions you need to address are:

The origins and current state of the crisis  
The origins/objectives/mission of your group  
How and why you are engaged in the conflict  
What you hope to achieve in the negotiations  
Note that each group will have a hidden agenda

(These topics can be divided among the group members and written up as part of the larger report)

**III Present your findings and position to the class and be prepared to negotiate!** By the end of our first day of preparation, your group will need to state its position, listen to the position of the other groups and begin diplomatic efforts to achieve their goals and find a solution to the crisis. On the second day of the simulation, new information will be presented and this will force each group to reconsider its position, and re-negotiate with the other groups.

**IV File a summary reflection report of 2-3 pages.** Each student will do a final critical analysis of the crisis simulation explaining what they learned about their respective group, how they researched the topic, and what they thought they achieved in

#### Reflection on the Research Process:

Reflect upon your research experience, addressing the following questions:

- What did all of this have to do with you? In other words, how does this resource conflict affect you? How do you affect it? How has researching it made you aware of the connections between the local and the global?
- What has your research taught you about global citizenship and what are your responsibilities as a global citizen?
- How are research skills linked to your understanding of global citizenship?
- What obstacles did you encounter during the research process? How did you address them?
- Which sources did you find the most/least helpful?
- What kinds of activities, assignments, instruction would have helped you in your research process?
- What questions/issues/problems do you still have regarding conducting academic research?

#### Grading

You will receive both an individual (80%) and a group grade (20%) which will be combined for your individual grade. Your grade will be based on the thoroughness of your discussion of your subgroup's relationship to the resource conflict and your specific field research. Your group grade will be based on the coherence, thoroughness, and creativity of the presentation as a whole. In other words, group members should have coordinated who is going to say what, and the presentation should have a logical flow. The presentation should be professional, polished and rehearsed. Additionally, we encourage you to "think outside the box" for this. Rather than simply creating a poster or a PowerPoint presentation (though you may use these tools in

addition to other media), why not create an interactive presentation, using video, audio, or the web? Also, each group member must know their material inside and out, being prepared to answer questions. You are the expert, so act accordingly!

## **SUBGROUPS**

### Field Research for Assigned Subgroups

1. International Organizations: United Nations
2. International Businesses involved in the Trade: Mineral/Mining company, Cell Phone Company and Consumers: Cell Phone/Computer manufacturers
3. People affected at the point of extraction/conflict in the Congo and Representative NGOs: Amnesty International and Human Rights Watch
4. Resistance/Rebel Groups or DRC government
5. US Government/Politicians