

Introduction to Global Affairs

GLOA101-007. Fall 2019. George Mason University
Krug Hall 210 ([map](#))
10:30–11:45pm.TR.

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Instructor

Dr. Byunghwan Son
D215J, Mason Hall. [bson3\(at\)gmu.edu](mailto:bson3(at)gmu.edu)
Office Hours: TR 1:30-3:00pm (or by appointment)

Even when you come in during office hours, making an appointment is a good idea to make sure you have a slot locked for you. Otherwise, you're likely to wait in line. You can make an appointment [HERE](#) (*you don't need to be my advisee to make an appointment with me*).

Course Description

We live in an era in which anything is hardly 'domestic'. In this class, we study the forces that got us in this situation, namely, globalization. Rather than focusing on specific event, country, or subject, we take a comprehensive approach to how the globalizing world affects cultures, societies, organizations, and individuals (and vice versa). For the first half of the semester, we examine how we got here; what globalization is, and how it is understood in a number of different perspectives. The second half of the semester will be spent on the substantive issues of globalization that we deal with in a daily basis, including (but not limited to) violence, justice, governance, environment, and crime. The class serves as an introduction to the study of global affairs and aims at helping students establish analytical tools to understand global issues.

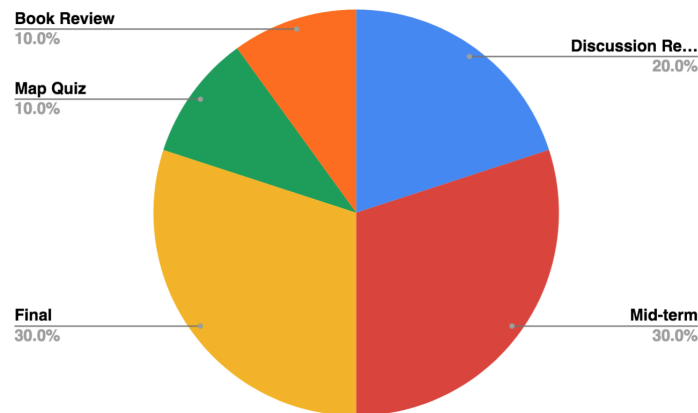
This course meets the university general education core requirement of Global Understanding. There are several learning outcomes for general education courses in Global Understanding. Upon completion of GLOA 101, you should be able to:

- Develop understanding of global patterns and processes and their interaction with society
- Demonstrate understanding of the interconnectedness, difference, and diversity of a global society
- Apply awareness of global issues to a consideration of individual or collective responsibilities within a global society
- Devise analytical, practical, or creative responses to global problems or issues.

For more information on General Education, please see the University Catalog and the Provost's Office General Education website: <http://www.gmu.edu/departments/provost/ged/index.html>

Course Requirement

Grading Items Summary



Blackboard

Blackboard (gmu.blackboard.edu) will be the principal online platform of this course. All the announcements and class materials will be posted there primarily. You are responsible for visiting our course page in Blackboard at least twice a week. You are strongly recommended to download the [app](#) for Blackboard for to your mobile device.

Required Textbooks

You are asked to complete all the readings before coming to class (see below for reading schedule). The importance of reading in higher education cannot be overstated. You learn the most while you read. Class serves to affirm what you learned from the reading.

- Sparke, Matthew. 2013. *Introducing Globalization*. New York: Wiley-Blackwell Pub.
- Steger, Manfred. 2013. *Globalization: A Very Short Introduction*. New York: Oxford University Press.
- Mattelart, Armand. 2000. *Networking the World, 1794–2000*. Minneapolis, MN: University of Minnesota Press. This is GLOA COMMON READ for this year.
- A handful of additional articles are assigned. These will be made available in Blackboard.

Group Discussions

You will have **four** in-class group discussions during our class meetings (see the schedule below). We will talk about various subjects and each discussion is expected to take about 15 minutes. Your active participation in all of these discussions is required. Several groups will be randomly asked to present to the class what was discussed.

Discussion Report ($5\% \times 4 = 20\%$)

You are asked to write a Discussion Report for each of the four discussions detailing 1) *what your group discussed* AND 2) *your own thoughts about them (e.g., do you agree? why?)*. Each Report may not exceed 400 words (no minimum limit) and is due the following class meeting. If you haven't participated in a Discussion, you are not allowed to submit a Report on that.

Class Participation (3% *extra points*)

We learn the most when we share what we think. College education is a collective learning process. These statements assume YOUR active participation. I will award up to extra 3% (of the course grade) to those whose participation in class activities was outstanding based on my subjective evaluation. So what sort of participation counts? Almost anything. Examples may include volunteering to share what your group discussed after a group discussion; answering the questions I randomly throw in during lecture; bringing up a point during lecture; responding to your classmates' points. Four or more absences disqualify you for consideration of these extra points.

Exams (30% × 2 = 60%)

We have two exams, the mid-term (30%) and the final (30%). Both will be combination of multiple choices, short-answers, and essay(s). The final is not cumulative (it covers between the mid-term and the end of the semester). There will be a review session before each of these tests. Review sessions are not for re-lecturing, though; it is for answering your questions that are expected to arise from your study. If you do not have a lot of questions, the review sessions will not be too long. The final exam date (12/17) is determined by the University. Barring medical emergencies, changing the exam date is not permitted.

Map quiz (2% × 5 = 10%)

The importance of geographical understanding of globalization cannot be overstated. You will have five sets of map quiz. You will be asked to name five countries (and two bonus countries). For practice, visit <http://www.worldatlas.com/webimage/testmaps/maps.htm>. Black maps for each region in Blackboard are posed in Blackboard.

Book Review (10%)

Mattelart (2000) is GLOA 101 'common read': all sections of GLOA 101 read this and have a written, critical reflection on it. For this, you are asked to write a short book review. The review should include 1) a (very) succinct summary of the book and 2) how you can relate the book to what we talk about "transportation and communication in globalization" in class. The review should not be longer than 800 words and due **December 4** (submission through Blackboard).

Videos

To facilitate our class discussion, we will utilize a number of video clips on globalization over the course of the semester. Although these videos will be played in class, you are strongly advised to watch them in advance as many of these video clips contain almost excessive amount of information to swallow in an in-class setting.

Experiential Learning (0.2% *extra points* each, up to five events)

While what we do in class is almost exclusively academic, that is not all of what we want to know about globalization. Hand-on experience, be it academic or not, would nicely supplement our in-class activities. We do not have, however, the luxury of incorporating 'experiential learning' into class comprehensively at least in terms of logistics. Fortunately, the Global Affairs Program offers a number of events that fit the bill. So go to these events (I will try to regularly announce these events in class but do consult the GLOA webpage [here](#)) and present me the evidence (selfie: if you went as a group one self including everybody will do)

of your attendance (either via email or before/after the class). Up to ANY five events posted on GLOA webpage should count.

Grading Scale

>= 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	<= 59.99	F

Course Policy

Electronic Device

During class time, use of electronic devices—computer, tablet, or smartphone—is **strictly prohibited**. A series of research establishes that traditional note-taking (hand-writing) contributes to your learning effectiveness much more than electronic devices do. More importantly, using a laptop/smartphone/tablet is distracting to your classmates and, thus, is a huge public disservice. If you still need electronic devices for a certain reason, obtain my consent before class and be seated in the last row.

Attendance / Make-up

You are expected to come to class regularly and stay in class until it ends. Attendance will be taken regularly using 'Attendance' tab in our Blackboard page (another reason to download Blackboard App). With the exception of 'Life Happened', there is no make-up for anything done during the class/exam that you missed due to absence or leaving early (your score for the missing quiz/exam will be zero). Exceptions are strictly limited to the cases of medical emergency, family tragedy, or religious holidays. To obtain my consent for a make-up opportunity, you must submit to me a written request that identifies the date (and the medical record in case of of medical emergency). This written request must be submitted no later than 48 hours after the missing class along with evidence supporting the legitimacy of your absence. Missing more than ten class meetings (based on the attendance record) will result in failing the class.

'Life Happened'

Sometimes life gets in the way and we are simply helpless. You have one-time exemption from proving your cause of absence. Upon your email containing 1) the very message "life happened" and 2) the day of absence and one, and only one, missing assignment that needs a make-up or deadline extension. If there were two assignments in the day (e.g., map quiz and discussion), you have to choose one. You need to explain nothing. No question asked. This is one time-thing and expires **at the end of November**. Therefore, this privilege does **not** extend to Book Review submission and Final Exam. Nor can one use it after the expiration for an absence that happened before that.

Extra Credits and Incompletes ('I')

Following the [general guide line](#), unless specified above (participating in GLOA events and active in-class participation), there is *absolutely no* extra credits to be granted in this class. In particular, there shall be no 'extra assignment' to bump your grade at the end of the semester. You'll get what you get. Likewise, 'incomplete' is granted only under extraordinary circumstances such as an extreme medical emergency. Under no circumstances, incomplete will be used to improve grades.

Assignment Submission

Students are asked to submit their assignments through Blackboard (click "Assignment" tab). No assignment shall be submitted via email. Late submissions will be penalized 5% of the assignment grade per a day. Assignments submitted in the same day but *after* the beginning of the class will be considered one day late. Weekends and holidays count (for example, a Monday submission of an assignment that was due Friday will be considered three days late). Beyond twelve days from the submission, the grade penalty for any late assignments will be equally 40% of what they would have earned if turned in on time.

In your submission of the assignment, please include 1) your name (seriously!), 2) date of submission, 3) word count, and 4) title. Students who wish to have my feedback on the assignment can simply specify "FEEDBACK REQUESTED", in which case the feedback will be given via email. This feedback request is optional (meaning it does not affect your grade in anyway). Given the size of our class, no feedback will be given unless this request is specified in the submitted assignment.

Grade Dispute

If it is a simple calculation/typing error at my end, students can point me to it any time during the semester. For all other matters, students must wait 24 hours after receiving a grade or graded work before approaching me about the grade. If the student desires to challenge the grade, he or she needs to write a detailed reasoning as to why he or she deserves a better grade which shall be submitted to me via email (for record). When the grade is disputed, I will reassess the whole assignment/exam. I reserve the right to either raise or lower the grade, based on the result of the re-assessment.

Academic Honesty

The principle of academic integrity is taken very seriously in this class. George Mason University has [Honor Code](#) with clear guidelines regarding academic integrity: [cheating](#), [plagiarizing](#), [stealing](#), and [lying](#) are strictly prohibited.

Plagiarism is of particular concern: 1) all work submitted must be your own; 2) when using the work or ideas of others, including fellow students, give full credit through accurate citations. While collaboration and learning from others, especially established scholars in the field is not only encouraged but also required, using someone else's words or ideas without giving them credit is plagiarism. If you quote directly from any text, you **MUST** use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. You must also follow proper citation rules to indicate that you are quoting directly from a text. If you paraphrase ideas, that is, convey the author's ideas in your own words, you must still cite the source, using an established citation format. Otherwise, even if you did not copy-and-paste the text, it still counts as plagiarism. In this class, APA Style is strongly preferred (use these resources: [Style Guide](#); [Online Citation Generator](#)).

Your intentions do not matter; if certain sentences/phrases of someone that is not you are used without citation, it is a plagiarism even if you did not mean to do it. The re-use of papers, presentations, and other materials from one course in another course is not appropriate unless the instructor permits. I expect that submitted work has been prepared for this class only (In that sense, I strongly advise against consulting those student essay webpages where you can ‘sample’ some of the examples; they are generally a mishmash of plagiarized texts; besides, the qualities of those ‘samples’ are generally laughable). When in doubt, ask me for clarification. Blackboard’s SafeAssign function, which this class adopts, provides me with detailed reports of the chances that your submission overlaps with existing materials in the web.

GMU provides a range of services to help you with test anxiety, writing and study skills, personal issues, and other concerns.

If determined to be plagiarism by the Mason Honor Committee, The instructor is supposed to submit my recommendation for the ‘consequence’ for it. In this class, my recommendation is zero point for the assignment. Read a [full description of George Mason’s Honor Code](#).

Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected. Besides, it’s a practical tool. You (will) live in an increasingly diverse society when practicing inclusiveness might help you in the long-run (even if you do not agree with some of these values!). Please see [the full GMU diversity statement](#).

Email Policy

In compliance with a University-wide initiative, our correspondence will be only through GMU assigned email accounts. Please check your GMU email regularly for updates and important announcements.

Important Resources

GMU Library: There are two libraries on Fairfax Campus: Fenwick and Johnson Center. You should be acquainted with these locations and how to use the library online catalog and databases. If you need any help with the library please do not hesitate contacting [the library staff](#).

Counseling Services: (703-993-2380; SUB I, Room 3129) provides individual and group sessions for personal development and assistance with a range of emotional and relational issues. In addition, the Learning Services Program (703-993-2999) offers academic skill-building workshops as well as a tutor referral service.

Office of Disability Services: (703-993-2474; SUB I, Room 2500) assists students with

learning or physical conditions affecting learning. If you qualify for accommodation, the [ODS staff](#) will provide a form to give to your instructor at the beginning of every course. If you have a documented learning disability or other condition that may affect academic performance you should: 1) Make sure this documentation is on file with the Office of Disability Services to determine the accommodations you need; and Talk with me to plan your accommodation needs, especially regarding exams.

Student Technology Assistance and Resource (STAR) Lab: Johnson Center 229; 993-8990; <http://media.gmu.edu>

Writing Center: 703-993-1824; Robinson A 114, main office; Enterprise 076) provides, at no charge, tutors who can help you develop ideas and revise papers. The Writing Center is also available online at <http://writingcenter.gmu.edu/>.

Other Policies

All other policies that are not specified in this syllabus follows the policies of GMU. See the details in the following links.

- University Catalog: <http://catalog.gmu.edu/>
- University Policies: <http://universitypolicy.gmu.edu/>

Course Schedule

MQ=Map Quiz

Dates for Discussions can change.

#	date	topic	reading & note		
1	8/27	Introduction / Sharing your globalization stories	no reading; bring your syllabus with you		
2	8/29	No Class (APSA2019)			
3	9/3	What is Globalization?	Stegar Ch. 1 & 17-36; Sparke Ch. 1	MQ(Africa)	
3	9/5				
4	9/10				
5	9/12	Economic Globalization	Sparke Chs. 3& 5; Stegar 37-59; IMF Reading; Papua New Guinea Video	no class 9/13	
6	9/17				
7	9/19				
8	9/24				
9	9/26	Political Globalization	Sparke Ch. 7 (up to p. 262; Steger 60-73; EU reading	MQ(Latin America & Caribbean)	
10	10/1				
11	10/3				
12	10/4	Cultural Social Globalization	Steger 74-86; Culture Reading; ‘God Loves Uganda’ Trailer	MQ(Europe); Discussion (1)	
13	10/8	Review	<i>Get your questions ready</i>		
14	10/10	Mid-term	In the same classroom		
15	10/15	Fall Break (10/14): No class			
16	10/17	Global Conflict	Conflict Reading; ‘Superpower for Hire’	Discussion (2)	
17	10/22				

18	10/24	Global NGOs	Sparke pp. 262-77; Video(Amnesty International)	
19	10/29	Global Human Rights & Justice	Sparke Ch. 6; Human Rights Reading	MQ (Asia)
20	10/31			Discussion (3)
21	11/5	Global Crime & Terrorism	Crime Readings (1) & (2)	
22	11/7			
23	11/12			
24	11/14	Environment (1)	Steger 87-102; A tale of an ancient tribe	MQ(Middle East & North Africa)
25	11/19	Environment (2)		
26	11/21	Global Health (1)	documentary (watch in class)	
27	11/26	Global Health (2)	Sparke ch. 9	Discussion (4)
28	11/28	Thanksgiving Break. No class		
29	12/3	Course Evaluation		
30	12/5	Review		Book Review
31	12/17	Final Exam (same time, same place). This is determined by the University		