First Year Seminar: Global Issues and Engagement
Fall Semester 2018
TTH 9:30-10:50pm in Taylor 210
Updated Version as of September 16

Dr. Kent Kille
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Class web page: http://discover.wooster.edu/kkille/fys/

Office hours: Mon. 2:00-3:00pm, Wed. 10:30-11:30am, Fri. 2:00-3:00pm; or by appointment
*Schedule an office hour meeting at https://kentkille.youcanbook.me/

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Office Hour: Sunday 8:00-9:00pm in CoRE

Course Description
This seminar introduces a wide range of global issues across dimensions of conflict and security, social concerns, the worldwide economy, and pressures on the environment. Students will explore and critically evaluate different perspectives on and prospects for addressing the issues. Along with reading, writing, and debating in relation to different issues across a variety of texts, including close consideration of current events, students will carry out focused analysis of a particular issue. Students will reflect on ways to engage with global issues, as well as how to better engage with their own learning, curricular choices, and campus environment.

Required Texts


*The New York Times*, required daily reading. Hard copy and digital access available via campus bookstore or educational rate digital access only available from paper’s website

Selected readings, on electronic reserve through the library, are available at: http://libguides.wooster.edu/er.php?course_id=21633. A password will be provided in class.
First Year Seminar Student Learning Objectives

1. Students should be able to develop the abilities, especially the writing skills, that are essential to critical thinking.

2. Students should be able to interpret complex theoretical and creative texts.

3. Students should be able to construct a coherent argument, support the argument with evidence, and defending the argument.

4. Students should be able to understand, appreciate, and objectively critique multiple perspectives including one’s own

Course Requirements

Class Participation (15% of course grade)
As a small seminar, class participation is a vital part of the course and accounts for a significant part of a student’s grade. Students are required to have completed the assigned readings and assignments before class and to participate in class discussions on a regular basis.

Short Writing Assignments (34% of course grade)
Since First Year Seminar is a writing-intensive course designed to foster critical thinking, a range of different short paper assignments (four papers across the course, each worth 8.5% of the overall course grade) will be provided. Planned due dates for the papers are indicated in the syllabus below. Exact assignments will be handed out in class and posted on the course web site. Students may re-write up to two short papers to improve the paper. Revised papers will be re-graded, with the final grade reflecting an average of the two grades awarded.

News Journal (15% of course grade)
An important skill to learn is reading and critically considering news articles related to topics of interest. Throughout the semester, we will be monitoring the news for articles related to the global issues addressed in the course. To facilitate this process, students are required to keep a news journal. The exact format of the news journal is left to the creativity of the student, but must include: which global issue topic is covered, a copy of the article (with the date the article was read clearly identifiable), full MLA citation, and brief (paragraph at the most) summary and explanation of the article’s relevance to the topic and significance that students can use to share with their classmates. An article topic checklist will be provided and students are encouraged to save related stories that they see in advance of related class sessions. The completed news journal is due at the last class session (December 6).

Literature Review (15% of course grade)
In order to explore a particular subject connected to global issues in more depth, students will undertake a review of related literature. Students have two options: (1) conduct a review of a single book or (2) conduct an integrated review of three related scholarly articles and/or book chapters from different volumes. The material selected must not be purely descriptive, but should examine a global issue from a particular theoretical perspective or via a certain analytical framework.
A literature review proposal must be submitted for instructor approval. This proposal should provide a full citation for each book or article, a one-paragraph description of each scholarly work, and a copy of a book’s table of contents or the first page of an article with the abstract (i.e. you must have the material in hand). Failure to turn in a proposal on time will lead to an automatic one-letter grade deduction from the final paper (see below in the syllabus for the proposal and paper due dates).

The paper must be a minimum of 5 pages in length (not including the Works Cited). Be sure to address the following:

- What is the theoretical perspective and/or analytical framework employed? What are the main arguments connected to this perspective and/or analytical framework?
- How are the arguments supported? Areas to consider can include: the authors’ assumptions, logic, evidence, and methodology.
- Critically evaluate the scholarly work. Issues that you might address include: Are the arguments well-presented and properly supported? Are you convinced by the author(s) that their arguments are correct? Why? What are the strengths of the scholarly work? What are the shortcomings of the scholarly work?
- Building out of your critique, in your opinion what should further literature on this subject address in order to build our understanding in this area?

**Reading on Literature Reviews:**
In preparation for the literature review, students should read the following:


**Final Comprehensive Paper:** Research Paper on a Global Issue (21% of course grade)
There are a great variety of global issues in the international arena. Students should select one global issue to research and analyze. Students may select one of the global issues addressed in this course to study more in-depth, a specific sub-section of one of the global issues addressed in this course, or propose a new global issue for study. Note that students may extend the topic addressed in the literature review paper to their research paper, or start fresh with a new global issue.

Part of writing a good research paper is carefully planning and researching the paper (this will be particularly vital by the time you get to Independent Study!). To demonstrate the need to tackle a research paper across time instead of trying to address the assignment right before the due date, there are several parts to this assignment that encompass the process as well as the final paper outcome:
a. Paper Proposal: The subject for each research paper must be approved by the instructor. Students should submit a brief written statement setting out their topic (one paragraph is sufficient) and an initial bibliography of five sources, at least three of which must be peer-reviewed scholarly sources (i.e. not purely web-based sources). Students are encouraged to select the global issue that they will explore as soon as possible, with the last acceptable day to submit a paper proposal October 18. The original paper proposal, with instructor’s comments, must be turned back in with the final paper.

b. Research Schedule: Researching a topic and writing up a research paper often takes longer than a student expects. Students should provide a research schedule which clearly outlines what they plan to achieve on a weekly basis. For the final paper, students should include a copy of the original research schedule with the instructor’s comments, a revised research schedule, a statement detailing how well or not they were able to follow this schedule, and what they learned about the process. The research schedule should be provided to the instructor no later than October 25.

c. Paper Outline: Once students have completed their research, but before they start writing, it vital to outline the approach to be taken with the paper. Note that the date for completing this outline must be built into the research schedule. Students should include a copy of the original paper outline with the instructor’s comments, a revised outline, and a statement detailing how and why the final paper deviated from or followed the planned outline. The paper outline should be provided to the instructor as indicated on the student’s research schedule. If for any reason the student cannot make that deadline, the instructor must be notified in advance.

d. Final Paper: Putting it All Together. The final paper must be at least 10 pages in length (not including the title page, works cited, or the proposal, research schedule, and paper outline information). The final paper must be turned in by Wednesday December 12 at noon (the final examination date and time set by the Registrar).

Additional Research Paper Guidelines:
1. Research Expectations: Students are expected to conduct outside research on their cases. A minimum of seven sources should be referenced, with at least five peer-reviewed scholarly sources. Purely web-based sources are acceptable, but must NOT be the sole source of information. Class readings may be employed only where the student believes that they are very useful or especially pertinent, but the vast majority of the paper must be based on new research outside of class material.

2. Use Proper Citation: All information and ideas drawn from other sources must be clearly cited and a complete works cited of all sources used must be listed at the end of the paper. If there are any questions regarding proper citation technique please refer to your text Rules for Writers or see the instructor, TA, or Writing Center.
Grading
As stated in The College of Wooster Catalogue, letter grades are defined as:

“A range” indicates an outstanding performance in which there has been distinguished achievement in all phases of the course
“B range” indicates a good performance in which there has been a high level of achievement in some phases of the course
“C range” indicates an adequate performance in which a basic understanding of the subject has been demonstrated
“D range” indicates a minimal performance in which despite recognizable deficiencies there is enough to merit credit
F or NC indicates unsatisfactory performance

Course Policies
1. Plagiarism is a serious offense and will be treated as such. References must be clearly cited in the research. Work done by other students or work done previously for other classes is also unacceptable. Students who plagiarize will automatically fail the course and could be subject to further academic disciplinary action. If there are any questions regarding proper academic behavior please see the professor or refer to the “Code of Academic Integrity” in the official student handbook The Scot’s Key (available at www.wooster.edu/students/dean/).

2. There will be no extensions given for the paper deadlines. Students handing in a late paper will have one letter grade deducted for every day that the paper is late and papers will only be accepted in this manner with prior permission from the instructor.

3. Students must turn off all cell phones and other electronic devices before class. Any failure to do so, especially the use of cell phones during class time, will lead to a severe penalty for the student’s class participation grade. During regular class sessions laptop computers or tablets are allowed in class for note-taking and accessing electronic readings only, and it is highly recommended that students turn off wireless internet access before class. Any improper use of a laptop computer or tablet will lead to the loss of privilege of using this device in class, as well as a severe penalty for the student’s class participation grade.
COURSE OUTLINE

Thursday August 23: Introduction to the Course

*Event: Opening Convocation in McGaw Chapel, after class at 11:00am

*Event: Saturday August 25, Service Project for all First Year Students

Tuesday August 28: International Political Economy
   *Assignment: News Journal Format Plan
      Snarr and Snarr, Chapter 9 “The Evolution of the Global Political Economy,” pp. 177-196
      “Journalism” (video clip from Last Week Tonight with John Oliver)

Thursday August 30: Free Trade
   Guest presentation on Time Management by the Learning Center

   *Assignment: Calendar/Planner Established
      Snarr and Snarr, Chapter 10 “Dilemmas of Free Trade,” pp. 197-219

*Event: Friday August 31, Attend Scot Spirit Day (4:30-7:00 at the Scot Center Amphitheater)

Tuesday September 4: Library Guide to Research
   *Assignment: Come prepared with literature review topic idea

   Session led by FYS Liaison Librarian Mark Gooch, meeting in McCoy Computer Lab (Andrews Library Lower 1)

*Deadline: Tuesday September 4, Last day to add a full semester class

Thursday September 6: Poverty and Inequality and Overview of Climate Change
   *Country Assignments for Global Issues Summit
      Snarr and Snarr, Chapter 11 “Ending Poverty, Reducing Inequality,” pp. 221-244
      Snarr and Snarr, Chapter 15 “Confronting Climate Change,” pp. 311-332

*Event: Sat. Sept. 8-Thurs. Sept. 13, Wayne County Fair (http://waynecountyfairohio.com/)
Tuesday September 11: Sustainable Development
*Assignment: Literature Review Proposal Due

*Guest presentation on summarizing, paraphrasing and quoting by the Writing Center

Snarr and Snarr, Chapter 14 “Achieving Sustainable Development,” pp. 291-309


Thursday September 13: Global Political Economy Discussion
*Short Paper Due: Global Political Economy Paper

Tuesday September 18: Women in Development

Snarr and Snarr, Chapter 13 “Recognizing the Role of Women in Development,” pp. 271-289

Thursday September 20: Climate Change and Country Position Review
*Come prepared with initial research to share on your country position on climate change

(re)Read: Snarr and Snarr, Chapter 15 “Confronting Climate Change,” pp. 311-332

Thursday September 20: Human Rights


*Event: Saturday September 22, Black & Gold Weekend (Alumni, Parents and Students), FYS reception 8:30-9:30am at the Scot Center, Wilson Governance Room Kittredge Dining Hall

Tuesday September 25: Health
*Short Paper Due: Global Issues Working Paper

*Guest presentation from Wellness Center, class meets in Wellness Center conference room

Snarr and Snarr, Chapter 7 “Ensuring Health,” pp. 131-151

*Event: Wednesday September 26, Edward Humes Lecture, 7:30pm

Thursday September 27: Global Issues Simulation (Climate Change, Day 1)

Tuesday October 2: Global Issues Simulation (Climate Change, Day 2)

*Deadline: Tuesday October 2, Last day to drop a class or declare class pass/fail

Thursday October 4: Simulation Debrief and Edward Humes Discussion
**Paper Due: Final day to turn in Literature Review Paper**

October 8-12: **NO CLASSES – FALL BREAK**

Tuesday October 16: International Security  
*Assignment: News Journal Status Check*  
Snarr and Snarr, Chapter 3 “The Threat of Weapons Proliferation,” pp. 39-57

Thursday October 18: Terrorism  
*Assignment: Final Day to Turn in Research Paper Proposal*  
*Class session run by TA Shana, readings to be determined*

Tuesday October 23: Nationalism as a Source of Insecurity  
Snarr and Snarr, Chapter 4 “Nationalism and the Clash of Identities,” pp. 59-82

Thursday October 25: Cyborg Animals and the Future of Conflict and Security  
*Assignment: Research Schedule Due*  
Morrison and Quitely, *WE3*, read the full graphic novel

Tuesday October 30: Reflecting on Ocean After Nature  
*Short Paper Due: Global Security Paper*  
*Class session held with Kitty Zurko, Director of Wooster Art Museum, for gallery tour and discussion of exhibition “The Ocean After Nature.” Note that students should have visited the exhibition individually before this day.*

Thursday November 1: Global Issues Through Political Cartoons  
*Assignment: Bring Political Cartoons to Share*  
*Guest presentation by Intercultural Partner Program*

*Event: Friday November 2, International Education Week Culture Show (range of events across the week through Saturday November 10)*

*Event: Sunday November 4, Daylight savings time change*

Tuesday November 6: Understanding and Coping with American Culture
Gary Althen, *American Ways: A Guide for Foreigners in the United States*, Introduction (pp. xix-xxix), Part I “General Ideas About American Culture” (pp. 3-62), and Part III “Coping with Cultural Differences” (pp. 237-262)

**Event:** Tuesday November 6, United States Election Day

Thursday November 8: Specific Aspects of American Life

**Event:** Spring course advising conferences, read independently for paper assignment


Tuesday November 13: Ambassadors Program Viewpoints on Culture

*Guest presentation and discussion with members of the Ambassadors Program*


Thursday November 15: Paper Work Day

**Instructor will be out of town at a conference, the TA will be available in the classroom for paper assistance**

Tuesday November 20: Reflections on American Culture and Research Paper Status Review

*Short Paper Due: American and Global Cultures*

November 21-23: NO CLASSES – THANKSGIVING BREAK

Tuesday November 27: Population Growth

Snarr and Snarr, Chapter 12 “Challenges of Population Growth and Migration,” pp. 245-270

Thursday November 29: Natural Resources

*Guest presentation by Off-Campus Study*

Snarr and Snarr, Chapter 6 “Conflict Over Natural Resources,” pp. 109-130

Tuesday December 4: Food

*Guest presentation on food security and sustainability on campus*

Snarr and Snarr, Chapter 8 “Ensuring Food Security,” pp. 153-173

Thursday December 6: Future of Global Issues

*Completed News Journal Due*

Snarr and Snarr, Chapter 16 “Future Prospects,” pp. 335-347
Wednesday December 12: **Final Comprehensive Paper Due** by noon

*Event*: Friday December 16, Winter Break begins

*Future Events*:
Monday January 21, Martin Luther King, Jr. Celebration
Friday April 26, Senior Research Symposium