



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
JONATHAN ABEL	JEA17	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **GLIS**

Number: **101**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

Course Designation

(GLIS 101N) Globalization

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Globalization

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Liberal Arts Interdisciplinary Programs (UPLA_LAIDS)

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course provides a broad introduction to the topic of global studies.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Topic list with number of weeks for each

The course may be divided into four units of three weeks (with introductory and concluding weeks for projects/presentations/exams) each considering different aspects of global studies from Humanities and Social Science perspectives. The following course outline sketch covers one of the ways the course has been taught.

Introduction

UNIT I Globalization

Topics: global civil society; concept of nation state; concepts of globalization; movements of people (migration, diaspora), goods, money, ideas; economic globalization (neoliberalism); concepts of flow; global actors (nations, corporations, religions, etc); culture and globalization; grassroots globalization; media and globalization; technology and globalization

UNIT II War and Conflict

Topics: war and violent conflict; costs of war; "New Wars"and Globalization; nuclear war; proxy war; cold war; occupation; colonialism; decolonization, neocolonialism

UNIT III Peace and Human Rights

Topics: the history of concepts of the human; history of human rights; aftermaths of violence (truth and reconciliation); aftermaths of slavery; gender and women's rights;; gender, labor, migration, and violence; civil society; justice globalism

UNIT IV Health and Environment

Topics: Health (AIDS, Insurance, epidemics, pandemic, hunger, supply chain); Environment (climate change, sea level rise, urban air pollution); human impact on the environment; waste and overconsumption; sustainability; production and economies of extraction; "Slow Violence"; the Anthropocene; development and structural violence; expanding population and malthusian thinking; urbanization; Third Worldism; global circulation flows and the spread of infectious disease

Course Description:

This course provides a broad introduction to the topic of global studies. This course meets the Bachelor of Arts degree requirements. This interdisciplinary course explores how people and nations confront the phenomenon of globalization, presenting different perspectives for studying and making sense of the world. Students are exposed to a variety of analytical approaches from the arts, humanities and social sciences to allow them to see how different perspectives portray the world, interpret events, and often shape human actions. The course begins from a humanities perspective, exploring the concept of social identity, in particular understanding how people in different cultures develop a sense of their identity and how this is perpetuated over time through a society's products, practices, and perspectives (e.g. artifacts, value systems, traditions). The focus then shifts to organizations in society, comparing how they operate with either national or global identities. This leads to an exploration of how information and communication technologies are tools to create both global connectivity, yet can also be a source of division. Globalization is then considered in terms of its impact on the natural environment, populations, and health. Challenges arising in each of these areas are the concern of all global citizens, and are explored in terms of how interdependencies are increasing their impact. The focus of the course progresses to gender, poverty, and human rights, exploring these in tandem with their literary representations, presented in

both global and comparative contexts. Economic development models are also used to uncover trends in gender and poverty. The final focus is on global peace and conflict, highlighting how globalization, in bringing people and nations closer together, can also give rise to conflict and division. This course is one of two 100-level courses that are required for the GLIS major. While this course focuses on a general introduction to global studies as a field of study, GLIS 102N complements the topics raised here, exploring many from a range of different perspectives to prepare students for choosing their options through the major.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: JONATHAN ABEL (JEA17)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

This interdisciplinary course has the following broad educational objectives. At the end of this course, students are expected to be able:

- To recognize, interpret, and appraise major concepts and issues in global studies.
- To define and describe globalization through the synthesis of arts, humanities, and social science perspectives.
- To identify and explain the many outcomes of globalization for individuals and societies.
- To compare and contrast cultural, economic, sociological, and population ecology perspectives on globalization.
- To appraise impacts of globalization, past and present, on individuals, organizations, and societies.
- To identify and explain concepts in global studies that allow for careful analysis of the interests and perspectives of different parties involved in the globalization process.
- To review and evaluate studies on globalization, and to discuss the implications for individuals, organizations, and societies.
- To evaluate the challenges faced by transnational groups, nations, and societies in dealing with the implications of globalization.
- To describe and appraise the ethical implications of some common outcomes of globalization.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

1) Class participation 5%

(attendance + active participation in discussions to assess ability to identify, interpret, describe, and appraise issues)

2) Short written individual/group assignments 35%

(short papers to assess comprehension and ability to contrast/appraise standpoints)

3) Three examinations 60%

(to assess retention, comprehension, and ability to describe and appraise issues)

Total 100%

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is designed for several types of students, including undergraduate students taking the Global Studies major in the College of Liberal Arts. This is one of two introductory courses (along with GLIS 102) introducing students to the general topic of global studies. Complementing this introductory course, GLIS 102 helps students to start to focus on the options that they will then take through the remainder of the major. However, 101 and 102 can be taken independently of each other.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

The course addresses the needs of increasing numbers of students interested in a more global perspective on their studies. This course is one of two introductory courses for undergraduate students wishing to explore or to take the Global Studies major in the College of Liberal Arts. The course is also designed for students outside of the major who are interested in a broad course on globalization issues, students seeking interdisciplinary courses or clusters of courses for General Education, or students preparing for study or work experiences outside the U.S.

A description of any special facilities:

Frequency of Offering and Enrollment:

Class sizes are expected to be 80-120 students, and the course is expected to be offered once every academic year at University Park. It may also be offered at other locations, and the home department at University Park plans to develop it for online offering through World Campus.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course

change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

Recertification as GenEd, IL, GH, GS, and Interdomain.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

This course encourages students to consider the evidence for explanations of global problems from various methodological angles, enabling students to reconsider their own positions and those of others on problems that affect the planet and those living on it.

The course engages CRITICAL AND ANALYTICAL THINKING through incorporating many perspectives on individual phenomena and cases. Through various methodologies and approaches, various details are highlighted. This pedagogical method enhances student's ability to perceive the benefits and limitations of different approaches. In addition, through cross comparison of cases and phenomena, the course is able to test local conclusions drawn from specific cases and larger abstract theories of globalization. This raises awareness of disciplinary backgrounds and differing types of evidence and arguments that underpins them.

The course furthers INTEGRATIVE THINKING by considering cross-historical and cross-cultural phenomena, such as persistence of relations established in colonial times, or collective and transnational memory in the aftermath of atrocities. The content spans all continents, from the late 15th century to the present. There are several genres of texts. These diverse genres and provenances are emphasized and explicit examination of their mutual relations is a constant of the course. For example in a unit on migration, the course has focussed on cross method analysis, drawing insights from economics, literature, and sociology.

The course enhances GLOBAL LEARNING by including current events components, in which students share events and analyses while making connections to class material. The course also encourages learning a method or theory from one context (historical or geographical) and discussing the degree to which that method is applicable elsewhere. For instance, some course units have examined at how the same issue (truth commissions) work in various contexts (such as South Africa, Argentina, Chile, and Rwanda).

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

CRITICAL AND ANALYTICAL THINKING Assignments will vary with instructors, but some examples of assessed work that encourages such critical thinking may include the production of annotated bibliographies on research topics of the student's own choosing, debates from different cultural or ethical standpoints, in which students make arguments from predefined points of view, and reading worksheets that encourage students to outline and identify key elements (strengths and shortcomings) of the arguments in readings.

INTEGRATIVE THINKING Assignments focussing on integrative thinking will vary with instructors, but may include such work as follows: targeted writing assignments in which students describe two or more methodological solutions to a global problem and assess which approach or combination of approaches is most useful to them; or targeted writing assignments in which a global issue is viewed through current events and media representation of them (such media approaches are assessed through methods of social science and humanities); quizzes and exams will require synthetic and integrative thinking about problems of global import.

GLOBAL LEARNING Of course, examples will vary depending on instructor and students, but assignments may include: in-class presentations on given readings to expose the benefits and biases of the methodology and approach to global problems being presented; and map quizzes.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

This course introduces methods of inquiry in humanities fields in at least the following ways: close reading, attention to intellectual traditions within the contexts of historical events and conditions; attention to use of the use of language, narrative, style, and form in cultural material.

This course encourages the critical evaluation of verbal, visual, or digital materials, highlighting the moral or ethical dimensions of understanding the multiple contexts in which such texts are meaningful and powerful. The course, thus, attends to the historical context of the emergence of various texts, showing how they might reflect the cultural, historical, disciplinary position(s) of those engaged in discourse and considering how they participate in effecting historical change. Tracking the changing meaning of concepts central to texts and events, students examine (such as “human” or “freedom”) across times and contexts. Students also attend to the kind of language used by differently-positioned producers of culture to describe ostensibly the “same thing” (exploration and settlement vs. genocide, for example, or development vs neocolonialism).

The course enhances understanding through the introduction and engagement with experiences and values of different communities by examining a single event from several points of view; examining where a certain community’s values and world-views might originate, or how these values, etc., reflect their relations (including relations of power) with other communities; and examining how communities come to think of themselves as discrete and distinct from other communities (i.e., how they are constructed and imagined).

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

This course describes the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings around the world. For instance examining the multiple causes of genocide from the perspective of Int Politics, ethnic identities and ideological critique.

This course explains how social and behavioral science researchers use concepts, theoretical models, and data to better understand and address world problems. For instance, a class unit focusing on climate change might have students read various perspectives on the topic to compare and contrast biases, evidence, and argumentation: this unit assigns readings as varied as Pope Francis’s recent statements on climate, Rob Nixon work on “slow violence, Joseph Stromberg’s and Simon L. Lewis and Mark A Maslin’s differing formulations of the anthropocene, the film Petropolis: Aerial Perspectives on the Alberta Tar Sands, Dir. Peter Mettler, and Max Liboiron’s work on “Plastic Smog” among others. Through such kinds of intensive interdomain comparison of methods students examine the social, cultural, political and/or ethical implications of work in the social and behavioral sciences.

This course recognizes social, cultural, political and/or ethical implications of work in the social and behavioral sciences. Fomenting critical thinking about data and numbers through questioning sources of such data and numbers (among other methods), the course examines the conclusions made about communities drawn in aggregate in contrast to those conclusions that become apparent when smaller groups or individuals are the subject of investigations. The course examines policy decisions in light of their history. It also asks students to assess the degree to which numbers or narratives are convincing for particular kinds of issues.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The course highlights case studies from the two domain perspectives, testing various methods through cross applicability in alternative contexts and cases. Raising questions about scale from the human individual to the global society, the role of narrative in arguments about data, the advantages and disadvantages of inductive and deductive reasoning for complex global problems, this course consistently requires students to identify evidentiary sources and various methodologies across domains.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

The two domains are put into constant conversation with each other through the course. Equal weight will be given in to both domains, either breaking up weeks by domain or units by domain depending on the instructor teaching the course. Every time the course is taught it will give equal attention either through alternating weeks, alternating days, or integrated lessons. For instance, the integrative units might be categorized as follows:

The Nation-State and its Limits (Migration) (GS) (GH)
Media and Globalization | Technology and Revolution | The Global South (GS) (GH)
Culture and Globalization | Critiques of Globalization and Alternate Perspectives
Grassroots Globalization and Globalization from Below: Art and the Critique of Globalization (GS) (GH)
Human Rights (GS) (GH)
Aftermaths of Violence: Truth and Reconciliation Commissions and Trauma (GH)
Gender and Women's Rights: Gender, Labor, Migration, and Violence (GS) (GH)
Human Impact on the Environment: Waste Production and Economies of Extraction (GS)
Conceptual Frameworks: Pollution, "Slow Violence," and the Anthropocene (GS) (GH)
Population and Consumption | Urbanization (GS) (GH)
Issues in Global Health: Global Circulation and the Spread of Infectious Disease (GS) (GH)

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The GLIS program is inherently interdomain. Our advisory board and faculty draw from Humanities and Social Science backgrounds. Everyone teaching in the GLIS Program has global experience, works in Area Studies paradigms with interdisciplinary approaches (trained in linguistic, cultural, and social science disciplines), has experience teaching in comparative and interdisciplinary frames, and/or has comparative and interdisciplinary research that engages deeply in both domains. Under the guise of the GLIS advisory board, we also cross train ourselves through collaborative team teaching and team syllabi creation.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Students will be assessed on their abilities in at least two of the following regular assignments (which three will depend on the instructor): 1) creation of an extended annotated bibliography that assesses the methodology of the readings about global issues cited; 2) in-class presentations on given readings to expose the benefits and biases of the methodology and approach to global problems being presented; 3) debates between two different approaches to the same global problem (student are assigned positions in the debates that they will research and defend); 4) targeted writing assignments in which a student is asked to describe two or more methodological solutions to a global problem and assess which approach or combination of approaches is most useful to them; 5) targeted writing assignments in which a global issue is viewed through current events and media representation of them (comparing for instance mass media treatment in mainstream national newspapers and in magazines and journals such Economist, Foreign Policy with the treatment in more scholarly venues) (such media approaches are assessed through methods of social science and humanities); 6) quizzes and exams will require synthetic and integrative thinking about problems of global import.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

This course fulfills the requirements for the B.A. Humanities category because it is focused on interpretation, understanding, and evaluation of fundamental human interactions on an international level, and it teaches students techniques for evaluating and responding to various forms of written and visual primary materials.

This course fulfills the requirements for the B.A. Behavioral Science category because it teaching critical evaluation of quantitative methods, statistical analysis, and understanding how arguments are constructed from data gathering, processing, and analysis.

This course develop students' understanding of globally diverse personal, interpersonal, and social forces that shape people's lives and teach them how to approach these subjects through the concepts, principles, and methods of the social sciences. The general goal is an understanding of the interrelationships of the determinants of the organization of human behavior globally, including analysis of: (1) the forms, practices, and theories of politics; (2) the nature and operation of economic analysis; (3) the interrelationships of social institutions; (4) the dynamics of individual and group behavior and change; and (5) the processes and functions of human communication.

It should be categorized as an "Other Cultures" course because:

1. It will be limited to content that is fundamentally “non-Western” and devoted to cultures differing significantly from the North American-European tradition.
2. It will be predominantly centered on “non-Western” concerns with regard to course content and overall focus.
3. It will be specifically concerned with aspects of non-Western culture rather than holding a primary interest in Western responses or reactions to non-Western cultures.

Intercultural Requirements:

1. This course meets the definition of an international cultures course.
2. Statement of course objectives that reflect the IL (international) content, and a listing of major topics with an approximate length of time for their discussion.

This course meets the definition of an international cultures course by:

- (1) cultivating students' knowledge of the similarities and differences among international cultures (Weeks 2-15)
- (2) increasing students' knowledge of the range of international cultural achievements and human conditions through time (Weeks 3-4, 8-9, 13, and 15)
- (3) increasing students' knowledge of nations and cultures not in isolation, but in relation to one another (Weeks 1-15)
- (4) introducing students to interpersonal communication and interaction issues among international cultures (Weeks 2-4, 6-9, 11-15)

Course Objectives:

To attain an in-depth understanding of the key actors and forces in globalization, as well as critiques thereof.

To develop an understanding of the global dimensions of issues ranging from human and gender rights, to the environment, to violent conflict, and beyond.

Topic list with number of weeks for each

The course may be divided into four units of three weeks (with introductory and concluding weeks for projects/presentations/exams) each considering different aspects of global studies from Humanities and Social Science perspectives. The following course outline sketch covers one of the ways the course has been taught.

Introduction

UNIT I Globalization

Topics: global civil society; concept of nation state; concepts of globalization; movements of people (migration, diaspora), goods, money, ideas; economic globalization (neoliberalism); concepts of flow; global actors (nations, corporations, religions, etc); culture and globalization; grassroots globalization; media and globalization; technology and globalization

UNIT II War and Conflict

Topics: war and violent conflict; costs of war; “New Wars”and Globalization; nuclear war; proxy war; cold war; occupation; colonialism; decolonization, neocolonialism

UNIT III Peace and Human Rights

Topics: the history of concepts of the human; history of human rights; aftermaths of violence (truth and reconciliation); aftermaths of slavery; gender and women's rights;; gender, labor, migration, and violence; civil society; justice globalism

UNIT IV Health and Environment

Topics: Health (AIDS, Insurance, epidemics, pandemic, hunger, supply chain); Environment (climate change, sea level rise, urban air pollution); human impact on the environment; waste and overconsumption; sustainability; production and economies of extraction; “Slow Violence”; the Anthropocene; development and structural violence; expanding population and malthusian thinking; urbanization; Third Worldism; global circulation flows and the spread of infectious disease

3.

Course description

GLIS 101 is the first of a two-part introduction to the new major in Global and International Studies. It is designed as a primer on a range of global issues. Our focus this semester will be on globalization and its many permutations. While the term “globalization” is relatively new, the processes of exchange and interconnection it names are not. They have roots in trade, in the shifting circuits of human migration, in the colonization of large parts of the globe, and in long-standing relationships of inequality between economic actors. Within this context have evolved the institutions, ideological frameworks, and expressive cultures that characterize our modern world.

This interdisciplinary course explores how individuals, governments, and other institutions confront globalization and its consequences. Topics include the definition of “globalization;” world systems theory and the economics of globalization; migration; technology and global communication; culture; the critique of globalization; human and gender rights; issues in global health and security; the environment; and, finally, war and its aftermaths. The structure of the course overlaps with five of the six designated pathways in the GLIS major, but does not strictly follow the same breakdown. (The six designated pathways in GLIS are: “human rights,” “culture and identity,” “global conflict,” “wealth and inequality,” “health and environment,” and a personalized pathway.) Materials are drawn from academic disciplines including sociology, anthropology, economics, political science, cultural studies, and critical theory, as well as literature, film, and long-form journalism. This variety of sources will develop your trans-regional as well as trans-disciplinary literacy. By the end of term, you will have acquired an informed, critical understanding of globalization and the skills necessary to move forward in the major.

Give a response for as many items as possible from the bottom of the “GenEdL”

a. see nations, cultures, and/or social identities not in isolation, but in relation to each other;

This course is inherently global and comparative in terms of both time and space and methodology and content (examples).

b. cultivate awareness of the pluralism and diversity within the United States and international cultures;

This course looks specifically at how other cultures have arrived at differing solutions to the same global problems.

c. increase knowledge of different cultural values, traditions, beliefs and customs;

This course looks specifically at how other cultures have arrived at differing solutions to the same global problems.

d. appreciate the diversity that exists among persons who share a particular social identity;

This course examines how social identity is not the limit of personhood through examination of Human Rights discourse.

e. increase knowledge about the range of cultural achievements and human conditions through time;

This course increases knowledge about the range of culture achievement and human conditions through time by tracking changes in global human culture since the dawn of globalization over 500 years ago.

f. recognize and be sensitive to the different ways social identities have been valued;

This course recognizes and is sensitive to the differing ways social identities have been valued by examining among other things the histories of human rights, migration, and people's rights movements.

g. re-examine beliefs and behaviors about social identities (ethnicity, race, class, religion, gender, physical/mental disability, or

sexual orientation);

This course re-examines beliefs and behaviors about social identities by enabling students to see their own beliefs against a backdrop of diverse beliefs from around the globe and tracks how globalization has impacted questions of ethnicity, race, class, religion, gender, disability, and sexual orientation

h. increase understanding of the nature of stereotypes and biases of other cultures and other nations;

This course re-examines beliefs and behaviors about social identities by enabling students to see their own beliefs against a backdrop of diverse beliefs from around the globe and tracks how globalization has impacted questions of ethnicity, race, class, religion, gender, disability, and sexual orientation

5. Explain how the IL educational objectives will be assessed.

Students will be assessed on their abilities in at least two of the following regular assignments (which three will depend on the instructor): 1) creation of an extended annotated bibliography that assesses the methodology of the readings about global issues cited; 2) in class presentations on given readings to expose the benefits and biases of the methodology and approach to global problems being presented; 3) debates between two different approaches to the same global problem (student are assigned positions in the debates that they will research and defend); 4) targeted writing assignments in which a student is asked to describe two or more methodological solutions to a global problem and assess which approach or combination of approaches is most useful to them; 5) targeted writing assignments in which a global issue is viewed through current events and media representation of them (economist, foreign policy) (such media approaches are assessed through methods of social science and humanities); 6) quizzes and exams will ask questions geared toward synthetic and integrative thinking about problems of global import.

Campuses That Have Offered (GLIS 101) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Course Abbreviation and Number: GLIS 101

Credits: 3

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation: none

Course Attributes/Designations: GH, GS, BA, IL

General Education Learning Objectives:

This course encourages students to consider the evidence for explanations of global problems from various methodological angles, enabling students to reconsider their own positions and those of others on problems that effect the planet and those living on it.

The course engages CRITICAL AND ANALYTICAL THINKING by asking students to address complex social and historical problems within a variety of disciplinary contexts. In thinking about the environment, for instance, students will look at points of view from political scientists, sociologists, biologists, and others, to understand the ways in which the issue can (and must) be approached from different perspectives. In the case of each major “**problem**” addressed by the course (conflict, human rights, cultural identity, and so on) students learn to think critically by learning not only the “**facts**” of the matter but about the ways in which those facts are imagined, perceived, and argued about, and by looking at the way certain versions of those facts emerge from thinking about the world in particular ways.

The course furthers INTEGRATIVE THINKING by bringing together material from a number of distinct knowledge areas, including philosophy, literature, politics, health and environmental studies, sociology, and so on. Moreover, the materials addressing these approaches include both qualitative (and traditionally humanistic) material as well as quantitative (and therefore social scientific) material.

The course enhances GLOBAL LEARNING by addressing global problems. Each of the large problems central to the course has both global dimensions (quite literally in the case of the environment) and local ones, in which a particular instantiation of the problem (the situation of refugees in southern Europe, for instance, which has political, health, and identitarian dimensions, to name a few) serves to illustrate the larger issues (of migration, the problems and opportunities caused by the movement of peoples, and by violence and war) that are at stake in the course.

Course Description:

This course provides a broad introduction to the topic of global studies. GLIS 101 Globalization (3) (GS;IL) (BA) This course meets the Bachelor of Arts degree requirements. This interdisciplinary course explores how people and nations confront the phenomenon of globalization, presenting different perspectives for studying and making sense of the world. Students are exposed to a variety of analytical approaches from the arts, humanities and social sciences to allow them to see how different perspectives portray the world, interpret events, and often shape human actions. The course begins from a humanities perspective, exploring the concept of social identity, in particular understanding how people in different cultures develop a sense of their identity and how this is perpetuated over time through a **society’s** products, practices, and perspectives (e.g. artifacts, value systems, traditions). The focus then shifts to organizations in society, comparing how they operate with either national or global identities. This leads to an exploration of how information and communication

technologies are tools to create both global connectivity, yet can also be a source of division. Globalization is then considered in terms of its impact on the natural environment, populations, and health. Challenges arising in each of these areas are the concern of all global citizens, and are explored in terms of how interdependencies are increasing their impact. The focus of the course progresses to gender, poverty, and human rights, exploring these in tandem with their literary representations, presented in both global and comparative contexts. Economic development models are also used to uncover trends in gender and poverty. The final focus is on global peace and conflict, highlighting how globalization, in bringing people and nations closer together, can also give rise to conflict and division. This course is one of two 100-level courses that are required for the GLIS major. While this course focuses on a general introduction to global studies as a field of study, GLIS 102 complements the topics raised here, exploring many from a range of different perspectives to prepare students for choosing their options through the major.

Course Learning Objectives:

- To attain an in-depth understanding of the key actors and forces in globalization
- To develop an understanding of the global dimensions of issues ranging from human rights, to the environment, to violent conflict, and beyond
- To build the skills necessary for reading and thinking across disciplines; this includes the ability to identify the underlying assumptions of an argument, its use of evidence, and its in-tended audience (“critical reading and interpretation”)
- To strengthen the skills necessary for carrying out research in an interdisciplinary major; this includes defining a research topic as well as identifying, gathering, and evaluating sources