



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: **102**

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

Course Designation

(GLIS 102N) Global Pathways

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Global Pathways

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: None (XX)

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 introduces students to five pathways to thinking about global issues today: Global Conflict, Health & Environment, Culture & Identity, Wealth & Inequality, and Human Rights.

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

Each of the five pathways will receive roughly three weeks of instruction. Depending on the expertise of the instructor and student interest the specific topics under each of the pathways may vary but will include at least two of those subtopics listed below per pathway.

Global Conflict: theories of nuclear war; peace and reconciliation; genocide studies; empire and colonial rule; proxy war;

Health & Environment: climate change (repercussions of sea rise, air pollution, etc); health insurance; epidemic (AIDs; ebola; flu; cholera); food supply chain; sustainability discourse

Culture & Identity: ideological change; religious fundamentalism; racial tensions; equal rights struggles

Wealth & Inequality: income inequality; flow of goods and services; postcoloniality

Human Rights: history of human rights; gender rights; international conventions; peace and reconciliation; human trafficking;

Course Description:

This course meets the Bachelor of Arts degree requirements. This course introduces students to five pathways to thinking about global issues today: Global Conflict, Health & Environment, Culture & Identity, Wealth & Inequality, and Human Rights. We will spend three weeks focusing on each problem. Students will complete the course with a stronger sense of many of the major global issues of our time, as well as a sense of how those issues can be approached and studied from a variety of humanistic and social scientific perspectives. Students will also learn how aspects of identity, like race, sexuality, or gender, affect and are affected by global forces. Combined with GLIS 101N, this course will help prepare students for lives and careers in which they will interact with these large-scale global issues on a daily basis; it will allow students to understand how various local or national issues are affected by global ones, and to see ways of intervening in the world to address global problems.

1. Global Conflict: Why do people fight? Is violence inherent to human society? How is it possible to dream of an end to war, as creative writers of many cultures have done?

2. Health & Environment: How does climate affect human history? How have societies and individuals interacted with their environments, and how have the relations between human beings and the natural world been represented in literature and the arts? How are health issues depicted in narratives and other media, and how do health crises challenge political or cultural norms?

3. Culture & Identity: How do we come to be who we are? How are we shaped by the circumstances we grow up in? What is culture, and how do we understand cultures other than our own? What happens when people move or change cultures, or when cultures move or change people?

4. Wealth & Inequality: Why are some nations, and some people, rich, and others poor? What structural factors help explain those differences? How does the distribution of wealth factor into what counts as a good society?

5. Human Rights: What are the most fundamental properties of being human? Does everyone in a society have the same rights?

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.

Students who take this course will practice ways to think about the world from a "global" perspective, meaning that they will address large-scale problems confronting the entire planet (wealth/inequality, health/environment, and so on) and to understand how those problems have taken specific shapes geographically (in different countries, different languages) and historically. They will also learn how to combine thinking from social scientific and humanistic methods, studying how both quantitative and qualitative analysis can produce knowledge about a topic, and understanding how those forms of knowledge can be integrated and used. The emphasis on five pathways reflects the importance of multiple approaches, identifies five major pathways for thinking about "global" activity, and thus helps students understand globalization and the contemporary world as composed of a number of overlapping cultural, economic,

political, and social forces.

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.

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.

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 undergraduate students in any field. At the same time, it is one of two introductory courses (along with GLIS 101) introducing students to the general topic of global studies. This course complements GLIS 101 developing and focusing themes and topics taught there to fit within the global pathways rubric.

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. It also fulfills Penn State's mission of preparing students for global citizenship, whether in their personal lives, or in their professional ones, whether as educators or businesspeople, NGO workers or diplomats, and so on, who will have to think about these problems regularly and make judgments and decisions on their basis.

This course is is mainly designed to be interesting to (and important for) any students who are interested in following a general course on globalization issues. It is also one of two introductory courses for undergraduate students wishing to follow the Global and International Studies major in the College of Liberal Arts.

A description of any special facilities:

Frequency of Offering and Enrollment:

Every spring semester, with capacity of 100+. But also occasionally in Fall or Summer with smaller enrollments (30).

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.

We are re-certifying the course as a GenEd Interdomain course (GH, and GS) with an IL designation.

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 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.

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.

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.

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: the course is explicitly interested in getting students to think about different methods of humanistic inquiry, and makes that clear by including material from philosophy, literary studies, cultural studies, sociology, political science (of the humanistic variety), and history.

The course furthers students' abilities to critically evaluate texts by asking them to read significant intellectual work done across a variety of fields, and then by challenging them to think well about the strengths and weaknesses of arguments, the value of the approaches, and so on.

The course enhances understanding through the introduction and engagement with experiences and values of different communities by focusing on the ways in which (1) different scholarly communities address global problems and (2) different communities around the world encounter those problems and attempt to solve them.

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?

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 methodologies and data sources of the readings about global issues cited; 2) in-class presentations on given readings to expose the benefits and biases of quantitative and qualitative methodologies and approaches 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; or alternatively are given two different data sets around the same problem and are asked to come to solutions after which both groups compare how data transformed their own methodology); 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 evaluative 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 based on critical data analysis.

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.

In every unit of the five pathway units, this course highlights global problems 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.

The difference between the two domains is typically explained in the first introductory weeks of class then performed and demonstrated throughout the course. Very few undergraduates come to college with an understanding of the distinction between the humanistic and social scientific disciplines, or of the methods appropriate to them. It's therefore critical to address this material in the first couple classes, so that in later class sessions the instructor can return to those initial lessons and remind/explain to students how what they're seeing in week 10 fits into the paradigms (or challenges the paradigms) they addressed in week 1.

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 throughout the course given equal time for each of the 5 pathway units. Equal weight will be given in to both domains, either breaking up weeks by domain or breaking up 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.

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 methodologies and data sources of the readings about global issues cited; 2) in-class presentations on given readings to expose the benefits and biases of quantitative and qualitative methodologies and approaches 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; or alternatively are given two different data sets around the same problem and are asked to come to solutions after which both groups compare how data transformed their own methodology); 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 evaluative 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 based on critical data analysis.

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 all of the BA requirements for Other Cultures, Humanities, and Behavioral Sciences.

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.

Course objectives

To familiarize students with our five global pathways: Glob al Conflict,, Health & Environment,, Culture & Identity,, Wealth & Inequality,, and Human Rights.

To help students understand that various ways of handling and conceiving of similar problems around the world

To bring a variety of cultural similarities and differences into play across the globe and over history in order to reveal how our contemporary world is connected to our shared history, the convergence of world problems as populations grow, transportation and communications increase, and as the globe becomes smaller.

To cultivate awareness of the pluralism and diversity.

To increase knowledge about the range of cultural achievements and human conditions through time

Topic list with number of weeks for each

Each of the five pathways will receive roughly three weeks of instruction. Depending on the expertise of the instructor and student interest the specific topics under each of the pathways may vary but will include at least two of those subtopics listed below per pathway.

Global Conflict: theories of nuclear war; peace and reconciliation; genocide studies; empire and colonial rule; proxy war;

Health & Environment: climate change (repercussions of sea rise, air pollution, etc); health insurance; epidemic (AIDs; ebola; flu; cholera); food supply chain; sustainability discourse

Culture & Identity: ideological change; religious fundamentalism; racial tensions; equal rights struggles

Wealth & Inequality: income inequality; flow of goods and services; postcoloniality

Human Rights: history of human rights; gender rights; international conventions; peace and reconciliation; human trafficking;

3.

Course description

This course introduces students to five pathways to thinking about global issues today:: Glob al Conflict,, Health & Environment,, Culture & Identity,, Wealth & Inequality,, and Human Rights.. We will spend three weeks focusing on each problem.. Students will complete the course with a stronger sense of many of the major global issues of our time,, as wel l as a sense of how those issues can be approached and studied from a variety of humanistic and social scientific perspectives.. Students will also learn how aspects of identity,, like race,, sexuality,, or gender,, affect and are affected by global forces.. Com bined with GLIS 101,, this course will help prepare students for lives and careers in which they will interact with these large - scale global issues on a daily basis;; it will allow students to understand how various local or national issues are affected by q lobal ones,, and to see ways of

intervening in the world to address global problems..

Global Conflict.. Why do people fight? Is violence inherent to human society? How is it possible to dream of an end to war,, as creative writers of many cultures have done?

Health & Environment.. How does climate affect human history? How have societies and individuals interacted with their environments,, and how have the relations between human beings and the natural world been represented in literature and the arts? How are health issues depicted in narratives and other media,, and how do health crises challenge political or cultural norms?

Culture & Identity.. How do we come to be who we are? How are we shaped by the circumstances we grow up in? What is culture,, and how do we "read" cultures other than our own? What happens when people move or change cultures,, or when cultures move or change people?

Wealth & Inequality.. Why are some nations,, and some people,, rich,, and others poor? What structural factors help explain those differences? How does the distribution of wealth factor into what counts as a good society?

Human Rights.. What are the most fundamental properties of being human? What kinds of responsibilities have societies imagined that they have to their citizens and non-citizens? Does everyone in a society have the same rights? If rights are everywhere violated and ignored,, does that mean they cannot,, or should not,, exist?

Give a response for as many items as possible from the bottom of the "GenEdLL"
see nations, cultures, and/or social identities not in isolation, but in relation to each other;
This course helps students to see nations, cultures, and identities in relation to one another by presenting 5 pathway frameworks (Human Rights, Culture and Identity, Global Conflict, Wealth and Inequality, Health and Environment) as areas for investigation of problems that impact all nations, cultures, and social identities in differing but related ways.

cultivate awareness of the pluralism and diversity within the United States and international cultures;
This course helps cultivate awareness of pluralism and diversity globally by presenting 5 pathway frameworks (Human Rights, Culture and Identity, Global Conflict, Wealth and Inequality, Health and Environment) as areas for investigation of problems that impact all nations, cultures, and social identities in differing but related ways. By exposing students to the logic and belief systems of various global cultures dealing with shared problems, the course brings to the fore issues of pluralism and diversity.

increase knowledge of different cultural values, traditions, beliefs and customs;
This course helps increase knowledge of different cultural values, traditions, beliefs, and customs by presenting 5 pathway frameworks (Human Rights, Culture and Identity, Global Conflict, Wealth and Inequality, Health and Environment) as areas for investigation of problems that impact all nations, cultures, and social identities in differing but related ways. Different cultures with various traditions, beliefs, and customs react differently to the same problem facing humanity around the world. By exposing student to alternative ways of understanding such issues as genocide, climate change, health insurance, and income distribution, the course shows students that the ways of dealing with such problems of which they are already aware may not be the only ways of dealing with the problems.

appreciate the diversity that exists among persons who share a particular social identity;
This course helps students to appreciate the individual within the group identity by presenting 5 pathway frameworks (Human Rights, Culture and Identity, Global Conflict, Wealth and Inequality, Health and Environment) as areas for investigation of problems that impact us all by using both humanities and social science methods. This interdomain course balances stories of social identity told about in aggregate through social science methodology with individual voices through a humanities perspective.

increase knowledge about the range of cultural achievements and human conditions through time;
This course helps to increase knowledge about the range of cultural achievements and human conditions over history by presenting 5 pathway frameworks (Human Rights, Culture and Identity, Global Conflict, Wealth and Inequality, Health and Environment) as areas for investigation of problems that impact all nations, cultures, and social identities in differing but related ways. Rather than simply globe trotting around the world geographically in the present, the course presents comparative historical examples to contextualize and better grasp the problems that currently face humanity.

recognize and be sensitive to the different ways social identities have been valued;
This course helps to the differing valuations of social identities over history by presenting 5 pathway frameworks (Human Rights, Culture and Identity, Global Conflict, Wealth and Inequality, Health and Environment) as areas for investigation of problems that impact us all. Whether through examination of human rights struggles, colonial movements, or the spread of epidemics, this course focuses attention on how the unequal valuations of social identities and dispersions of power over time impact different groups in different ways.

re-examine beliefs and behaviors about social identities (ethnicity, race, class, religion, gender, physical/mental disability, or sexual orientation);
Presenting various responses to global problems by various social identity groups over time, this course reveals how beliefs and behaviors influence decisions.

increase understanding of the nature of stereotypes and biases of other cultures and other nations;
This course helps to increase understanding of the nature of stereotypes and biases of other cultures and nations by presenting 5 pathway frameworks (Human Rights, Culture and Identity, Global Conflict, Wealth and Inequality, Health and Environment) as areas for investigation of problems that impact us all.

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.

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 102

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:

Five pathways to thinking globally: Health & Environment, Culture & Identity, Human Rights, Wealth & Inequality, and Global Conflict. GLIS 102 Global Pathways (3) (GH;IL) (BA) This course meets the Bachelor of Arts degree requirements. This course introduces students to five pathways to thinking about global issues today: Global Conflict, Health & Environment, Culture & Identity, Wealth & Inequality, and Human Rights. We will spend three weeks focusing on each problem. Students will complete the course with a stronger sense of many of the major global issues of our time, as well

as a sense of how those issues can be approached and studied from a variety of humanistic and social scientific perspectives. Students will also learn how aspects of identity, like race, sexuality, or gender, affect and are affected by global forces. Combined with GLIS 101, this course will help prepare students for lives and careers in which they will interact with these large-scale global issues on a daily basis; it will allow students to understand how various local or national issues are affected by global ones, and to see ways of intervening in the world to address global problems.

Course Learning Objectives:

Global Conflict. Why do people fight? Is violence inherent to human society? How is it possible to dream of an end to war, as creative writers of many cultures have done?

Health & Environment. How does climate affect human history? How have societies and individuals interacted with their environments, and how have the relations between human beings and the natural world been represented in literature and the arts? How are health issues depicted in narratives and other media, and how do health crises challenge political or cultural norms?

Culture & Identity. How do we come to be who we are? How are we shaped by the circumstances we grow up in? What is culture, and how do we “read” cultures other than our own? What happens when people move or change cultures, or when cultures move or change people?

Wealth & Inequality. Why are some nations, and some people, rich, and others poor? What structural factors help explain those differences? How does the distribution of wealth factor into what counts as a good society?

Human Rights. What are the most fundamental properties of being human? What kinds of responsibilities have societies imagined that they have to their citizens and non-citizens? Does everyone in a society have the same rights? If rights are everywhere violated and ignored, does that mean they cannot, or should not, exist?