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GST 110: Introduction to Global Studies - an “Interdisciplinary” or “I” course

What do the Nike “Swoosh,” the World Bank, Legos, the financial and debt crisis, income inequality, climate change, renewable energy, development, gender equality, and the war on terror have in common? All are manifestations of the contemporary process (or processes) known as globalization. Globalization is a contested keyword that falls outside established disciplinary frameworks. Today’s students need more than just an overview of traditional academic disciplines—and more than oversimplified descriptions of global problems—to prepare for an increasingly globalized world. Understanding the global forces that both unite and separate world citizens, students need to develop the global competencies, skills, and understanding to make sense of the highly integrated and interdependent world we live in today. In this borderless world, students should understand the types of “borders”—geographical, political, economic, social, and cultural—and then delve into the specific challenges they pose. This course on global studies provides an interdisciplinary framework for understanding this borderless or globalized system.

As developed below, this course is designed specifically to meet two General Education goals:

Goal #4 - *demonstrate the ability to think across and about disciplinary boundaries*

Goal #2 – *think critically and analytically*

This course will also meet the Interdisciplinary general education requirement.

Creating Globally Competent Students and Program Goals

What is a globally competent student?

“A globally competent citizen is defined as a person who possesses the knowledge, skills, and attitudes to be an engaged, responsible and effective citizen of the United States while living in a globally interdependent society.”

This definition best captures three key elements of being a globally competent citizen. First, knowledge of the world around us and the interdependence of local, state, and global factors must be a priority for our students. Second, being able to identify and think critically about these factors – whether through acquisition of a second language and the associated understanding of the culture behind that language or the tools of critical analysis needed to process the knowledge acquired – will provide the student with the ability to make further sense of their field and discipline within a global context. Finally, not only do we want our students to be able to “know” and “think critically” about these global forces and factors, but we also want them to apply them in their respective studies.

As the introductory course to the Global Studies minor, there are three primary learning outcomes for the Program: 1) to develop Global Awareness through knowledge-building of the interrelatedness of

local, global, international and intercultural issues, trends and systems; 2) to develop Global Skills, including the abilities to conduct an interdisciplinary analysis of local, global, international, and intercultural problems; 3) to apply learning in Global Engagement and Leadership, through experiences in local, global, international, and intercultural problem solving.

This course will more specifically focus on Goal 1 (Global Awareness) and Goal 2 (Global Skills). The course objectives noted below are linked directly to the learning outcomes and methods that will be used in this course to assess these global learning outcomes.

- 1) Understanding the historical, political, social, and economic forces which have shaped the current world system. (Global Awareness – projects, exams and written assignments)
- 2) Understanding the diversity and commonalities found in the world in terms of values, beliefs, ideas, and worldviews. (Global Awareness – projects, exams and written assignments)
- 3) Understanding structural inequality across the globe. (Global Awareness – projects, exams and written assignments)
- 4) Advancing sensitivity and respect for personal and cultural differences and a commitment to responsible global citizenship. (Global Awareness and Global Skills - projects, exams and written assignments)
- 5) Developing critical and comparative analytical skills, including the ability to think creatively and to integrate knowledge about other cultures and societies into an inclusive world view. (Global Skills – written assignments and projects)
- 6) Fostering the ability to critique one's own cultural values and biases by comparing and contrasting them with those of other countries. (Global Skills – written assignments and projects)

Global Studies as an Interdisciplinary Course:

In today's complex world, it is increasingly clear that most important social problems have an international aspect that is best understood through an integrated, *interdisciplinary* study that draws on a variety of tools and perspectives, not just one. Global Studies does not seek to replace the separate social science disciplines, it unites them, better to serve the needs of our complex society faced with the pressures of globalization. This course attempts to understand the world of human interaction in a comprehensive fashion. This is a very ambitious undertaking, but a necessary one for the people who live in the world and for future political, societal and business leaders who will have to deal with its economic, political and social problems.

Global studies itself is an interdisciplinary field of inquiry and defines itself by the set of questions, issues, and problems that it addresses, not the specific method, approach, or theory that is employed or by a particular geographic region or historical period. This course will teach students to consider issues broadly, to see linkages between and among different problems, and to engage in creative and critical thinking. This course will also have a strong multicultural content with an emphasis

on how values impact a range of policy issues: trade, money, development, population, hunger, overpopulation, climate change, culture, environment, democracy, and security.

Global Studies as a field interprets major global trends in a manner that is interdisciplinary, drawing on approaches that come from different fields of study. Global studies focuses on the transnational processes, issues, and topics that are key to understanding globalization. For this course, and as a starting point, we will formally employ perspectives and concepts from three disciplines: political science, economics, and sociology. However, this course will also draw upon a number of other disciplines – culture and language, history and geography (“time and space”), as well as philosophy. This course welcomes various approaches and methods that contribute to a transnational analysis of the world as a single interactive system.

As an Interdisciplinary General Education course, students will be able to analyze critically and synthesize and/or integrate information, and/or approaches from multiple disciplines in the investigation of a concept, culture, or idea or problem. For this course, the concept and idea is the process of globalization. An Interdisciplinary Rubric (at the end of the syllabus) will be used for the two written projects (as noted below).

Upon completion of this interdisciplinary Global Studies course, students will

1. Appreciate society as an interdisciplinary, complex and varied system where people act and inter-act in many ways on several levels.
2. Understand the essential nature of society’s economic, social, and political spheres (and the perspectives and analytical tools appropriate to each sphere), how they connect and overlap, and how they are shaped and influenced by such variables.
3. Comprehend the complex and dynamic nature of international systems and institutions and understand the interrelationships between and among their social, political and economic elements.
4. Evaluate in detail the actual social systems of selected countries that are important in today’s world and demonstrate the ability to study, understand, and compare social, economic and political systems in other countries.
5. Understand in detail selected problems or issues of the global system that are important in today’s world and demonstrate the ability to study, understand, and analyze together important international problems or issues.
6. Synthesize a variety of perspectives and methodologies in order to develop solutions to the difficult problems and issues facing the global community, the United States, the State of Pennsylvania and the community of West Chester University.

ACADEMIC & PERSONAL INTEGRITY

It is the responsibility of each student to adhere to the university’s standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course.

Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the *Ram's Eye View*, and the University website at www.wcupa.edu.

STUDENTS WITH DISABILITIES

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. The OSSD hours of Operation are Monday – Friday, 8:30 a.m. – 4:30 p.m. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd.

EXCUSED ABSENCES POLICY

Students are advised to carefully read and comply with the excused absences policy, including absences for university-sanctioned events, contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

REPORTING INCIDENTS OF SEXUAL VIOLENCE

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Ms. Lynn Klingensmith. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at <http://www.wcupa.edu/admin/social.equity/>.

EMERGENCY PREPAREDNESS

All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit

www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

ELECTRONIC MAIL POLICY

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

Course Procedures:

The bulk of the class will be taken up with lectures, group-based exercises, and discussion. Student interaction and questioning will be encouraged. Students should feel free to ask for clarification or elaboration of any aspect of any of the material covered in the formal lectures. Students should also feel free to offer their own opinions or comments regarding the views expressed by the instructor. In addition, an effort will be made to integrate current events into the content of the course by beginning each session with a discussion of any new or developing issues in international political economy. Students are encouraged to keep abreast of relevant developments by reading some major newspaper (*The New York Times*), weekly magazines or journals on a regular basis and/or watching or listening to network broadcasts on television or radio.

Your attendance in the course is required. If you miss an assignment/exam, you must let me know beforehand in order to receive a make-up. No exceptions. Also, if a student requires additional help or has special learning needs, please let me know immediately at the beginning of the semester.

Course Readings:

The readings for this course, from the textbook, to the additional assigned readings, are provided to expose the student to an interdisciplinary set of material and approaches.

NOTE: Two sample textbooks and two sample books or chosen as examples. Others might be employed, depending on the faculty member and disciplinary background.

Required:

- Or *Crossing Borders: International Studies for the 21st Century*, Harry Chernotsky and Heidi Hobbs, 2nd edition, CQ Press, 2015.
- *The Travels of a T-Shirt in the Global Economy*, Pietra Rivoli, Wiley Press, 2nd edition, 2015.
- Or, *Tangled Routes: Women, Work, and Globalization on the Tomato Trail*, 2nd edition, Deborah Brandt, Rowman and Littlefield, 2008.

- As Assigned on D2L - *Selected Readings: The Globalization Reader*, 4th edition, Frank Lechner and John Boli, eds., Wiley Blackwell, 2012
- My World Abroad – Online free portal via the Career Center. All student will register with this sight and complete various short projects

Course Assignments

The assignments, to be further detailed, will also require students demonstrate the two Global Learning Outcomes (Knowledge and Skills) and to implement and employ interdisciplinary and critical thinking skills.

Knowledge:	Three Exams: each worth 20% for a total of	60%.
Knoweldge/Skills/"I"	Clothing/Tomato Assignment 1:	10%
Skills/"I"	Final Essay:	20%
	<u>My World Abroad:</u>	<u>10%</u>
100%		

Evaluation & Grading:

A letter grade will be assigned based on performance in the course according to the following scale:

Grade	Quality Points	Percentage Equivalents	Interpretation
A	4.00	93-100	Excellent
A-	3.67	90-92	
B+	3.33	87-89	Superior
B	3.00	83-86	
B-	2.67	80-82	
C+	2.33	77-79	Average
C	2.00	73-76	
C-	1.67	70-72	
D+	1.33	67-69	Below Average
D	1.00	63-66	
D-	0.67	60-62	
F	0	< 60%	Failure

Refer to the Undergraduate Catalog for description of NG (No Grade), W, Z, and other grades.

Assignment 1:

Your assignment is to track down the origins of an article of clothing (i.e. the “T-shirt”) or food item (i.e. the “Tomato”) as best you can identify. Write up the tangled trail of each project. Use the basic framework provided in class (Raw Material, Finished Material, Assembly-Manufacturing-Production, Transportation/Shipping, Point-of-Sale to you). Specifically identify the economic/market forces at play, identify the social forces/actors involved, and identify any political/policy or state involvement (regulations, tariffs, advocacy) to create an original narrative.

- Gen Ed Goal # 2 (Think critically and analytically)
- Gen Ed Goal # 4 (Demonstrate the ability to think across and about disciplinary boundaries)
- Global Learning Goal # 1 (Global Awareness)

Final Essay:

"The Lens That in My View Best Explains Some Major, Topic, Development or Trend in Global Studies". In this paper, you will be expected to choose some major topic, event/decision or events currently at play in our globalized world and evaluate how well these events are explained using three of the differing lens employed in class (for example: politics, economics/business, and society).

The focus of the paper should be on the comparative explanatory value of each of the three lenses. What (if anything) does each of the three lenses offer to help explain the event(s) you have chosen? Is any one other three lenses stronger as a means of explanation? From the lens of each perspective, how would they evaluate the topic chosen? You may also find that one lens doesn't necessarily explain the event, but can certainly critique the event. In sum, you are to employ, evaluate, and compare the concepts and perspectives of each lens: This assignment thus requires you to critically analyze your topic from the three interdisciplinary foci: states, market-economics, and society.

- Gen Ed Goal # 2 (Think critically and analytically)
- Gen Ed Goal # 4 (Demonstrate the ability to think across and about disciplinary boundaries)
- Global Learning Goal # 2 (Global Skills)

Course Schedule

Part I: Introduction to Global Studies

Week One: How is Global Studies as an Interdisciplinary Field of Study?

As an Interdisciplinary General Education course, students will be able to analyze critically and synthesize and/or integrate information, and/or approaches from multiple disciplines in the investigation of a concept, culture, or idea or problem. For this course, the concept and idea is the process of globalization.

Global Studies as a field interprets major global trends in a manner that is interdisciplinary, drawing on approaches that come from different fields of study. Global studies focuses on the transnational processes, issues, and topics that are key to understanding globalization. For this course, and as a starting point, we will formally employ perspectives and concepts from three disciplines: **political science, economics, and sociology.**

Week Two: What is Global Studies? How does my T-Shirt fit into this story? How does the role of women in the production of tomatoes fit into this story?

Crossing Borders, Chapters 1 and 12 – “Getting your Global Bearings: Navigating the World”

The Travels of a T-Shirt – Preface

OR: *Tangled Routes*, Intro and Chapters 1-2

D2L/Reader: Kesselmen, Chapter 1 – “Globalization as Contested Terrain”

Assignment # 1

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- Gen Ed Goal # 4 (Demonstrate the ability to think across and about disciplinary boundaries)
- Global Learning Goal # 1 (Global Awareness)

Part II

Weeks Three-Five: Politics, War and Peace, and Global Studies

Crossing Borders, Chapters 2, 4 and 5

Travels of the T-Shirt, Part I “King Cotton”

OR: *Tangled Routes*, Chapters 3-4

D2L/Reader: from Kesselmen, Martin Van Creveld, “The Fate of the State”

Exam #1

Part III

Weeks Six-Eight: Economics, Business, and Global Studies

Crossing Borders, Chapters 3, 6, and 7

Travels of the T-Shirt, Part II “Made in China”

OR: *Tangled Routes*, Chapters 5-6

D2L/ Reader: from Kesselmen, Bernard D’Mello “Reebok and the Global Footwear Sweatshop,” and Kistoff and Dunn, “Three Cheers for Sweatshops”

Exam # 2

Part IV

Weeks Nine-Eleven: Society and Culture and Global Studies

Crossing Borders, Chapters 8 and 9

Travels of the T-Shirt, Part III “Trouble at the Border”

OR: *Tangled Routes*, Chapter 7

D2L/Reader: from Kesselmen, Robert Hunter, “The Disturbing Rise of Poverty and Inequality” and Jan Peitersen, “the Global Mélange”

Exam # 3

Part V: Conclusion

Weeks Twelve-Fourteen: Understanding Self in the Global System

Crossing Borders: Chapters 10 and 11

Travels of the T-Shirt, Part IV "My T-Shirt Encounters the World,"

OR: *Tangled Routes*, Chapter 8

Final Assignment – Essay

Final Essay:

"The Lens That in My View Best Explains Some Major, Topic, Development or Trend in Global Studies". In this paper, you will be expected to choose some major topic, event/decision or events currently at play in our globalized world and evaluate how well these events are explained using three of the differing lens employed in class (for example: politics, economics/business, and society).

The focus of the paper should be on the comparative explanatory value of each of the three lenses. What (if anything) does each of the three lenses offer to help explain the event(s) you have chosen? Is any one other three lenses stronger as a means of explanation? From the lens of each perspective, how would they evaluate the topic chosen? You may also find that one lens doesn't necessarily explain the event, but can certainly critique the event. In sum, you are to employ, evaluate, and compare the concepts and perspectives of each lens: This assignment thus requires you to critically analyze your topic from the three interdisciplinary foci: states, market-economics, and society.

- Gen Ed Goal # 2 (Think critically and analytically)
- Gen Ed Goal # 4 (Demonstrate the ability to think across and about disciplinary boundaries)
- Global Learning Goal # 2 (Global Skills)

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Assessment Rubric for Interdisciplinary Learning

GST (Global Studies) 110

	Undeveloped	Underdeveloped	Developed	Mastered
	(1)	(2)	(3)	(4)
1. Does the work include selected concepts and methods from two or more disciplinary traditions relevant to the purpose of the work?				
2. Is there an integrative device or strategy (e.g., a model, metaphor, or analogy)?				
3. Is there a sense of balance with regard to how disciplinary perspectives are brought together to advance the purpose of the work?				
4. Do the conclusions drawn from the work indicate that understanding has been advanced by the				

	Undeveloped (1)	Underdeveloped (2)	Developed (3)	Mastered (4)
integration of disciplinary views?				
5. Does the student exhibit awareness of the limitations and benefits of the contributing disciplines?				