ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts Social Sciences

COURSE: PSI 1003 Introduction to Global Studies

Date: 04/22/11

Credit Hours: 3

Prerequisite(s):   None

Delivery Method: **3 Lecture**   **0 Contact Hours** (1 contact = 1 credit hour)

☐ **Seminar**   **0 Contact Hours** (1 contact = 1 credit hour)

☐ **Lab**   **0 Contact Hours** (2 contact = 1 credit hour)

☐ **Clinical**   **0 Contact Hours** (3 contact = 1 credit hour)

☐ **Online**

☐ **Blended**

Offered: ☐ **Fall   x Spring   ☐ Summer**

IAI Equivalent –*Only for Transfer Courses*-go to *http://www.itransfer.org*:

CATALOG DESCRIPTION:
This course introduces the student to the concepts of globalizations through the comparative study of global issues. Topics to be discussed in the course include: The changing nature of the international system, globalization, human rights, poverty, global health, the environment, and global conflict and terrorism. The course is required for students completing the Emphasis in Global Studies.

GENERAL EDUCATION GOALS ADDRESSED

[See the last page of this form for more information.]

Upon completion of the course, the student will be able:

[Choose those goals that apply to this course.]

x To apply analytical and problem solving skills to personal, social and
      professional issues and situations.

x To communicate orally and in writing, socially and interpersonally.

x To develop an awareness of the contributions made to civilization by
      the diverse cultures of the world.

☐ To understand and use contemporary technology effectively and to
      understand its impact on the individual and society.

x To work and study effectively both individually and in collaboration with
      others.

☐ To understand what it means to act ethically and responsibly as an
      individual in one's career and as a member of society.

☐ To develop and maintain a healthy lifestyle physically, mentally, and
      spiritually.

☐ To appreciate the ongoing values of learning, self-improvement, and
      career planning.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals.]

Upon completion of the course, the student will be able to:

Outcome #1: Students will be able to discuss the way the international system is organized and how it has changed in recent times.

Competency 1.1 Students will be able to describe and define the state-centered system and how that model evolved.

Competency 1.2 Students will be able to describe the move towards integration and interdependence that is changing the nature of the state centered system.

Outcome #2: Students will be able to define and discuss the various aspects of globalization and how globalization is changing and affecting the people of the world.

Competency 2.1 Students will be able to describe and define the 5 types of globalization.

Competency 2.2 Students will be able to discuss how globalization is impacting the economic North and the economic South differently

Outcome #3: Students will be able to discuss from a comparative perspective the causes, effects and possible solutions to the problem of global human rights abuses.

Competency 3.1 Students will be able to define human rights.

Competency 3.2 Students will be able to differentiate between relativism and universalism.

Competency 3.3 Students will be able to discuss how poverty affects human rights from a comparative persepctive.

Competency 3.4 Students will be able to recognize and describe the Universal Declaration of Human Rights

Competency 3.5 Students will be able to discuss women's rights as a human right from a comparative perspective

Competency 3.6 Students will be able to discuss how the rights of indigenous people might come into conflict with the rights of other groups

Competency 3.7 Students will be able to discuss the issues surrounding the rights of migrants and refugees

Competency 3.8 Students will be able to discuss the role that governments, IGO, and NGOs play in determining human rights.

Outcome #4: Students will be able to discuss from a comparative perspective the causes, effects and possible solutions to the problem of global poverty.

Competency 4.1 Students will be able to define poverty and extreme poverty and differentiate between the two.

Competency 4.2 Students will be able to define the various causes of poverty in both the developed and developing worlds.

Competency 4.3 Students will be able to identify the effects of poverty on the human condition in both the developed and developing worlds.

Competency 4.4 Students will be able to identify solutions for poverty in both the developed and developing worlds.

Competency 4.5 Students will be able to discuss the role that governments, IGO, and NGOs play in perpetuating and/or alleviating poverty.

Outcome #5: Students will be able to discuss from a comparative perspective the causes, effects and possible solutions to the problem of global health.

Competency 5.1 Students will be able to define what it means to be healthy in a global context

Competency 5.2 Students will be able to identify poverty as a leading cause of poor health in both the developed and developing worlds.

Competency 5.3 Students will be able to identify affluence as a leading cause of poor health in the developed world.

Competency 5.3 Students will be able to identify globalization as both a contributing factor to the spread of and eradication of global diseases.

Competency 5.4 Students will be able to identify solutions for problems of global health.

Competency 5.5 Students will be able to discuss the role that governments, IGOs, and NGOs play in perpetuating and/or alleviating problems of global health.

Outcome #6: Students will be able to discuss from a comparative perspective the causes, effects and possible solutions to the problem of environmental degradation.

Competency 6.1 Students will be able to define and understand the various causes of Global Climate Change

Competency 6.2 Students will be able to define sustainable development

Competency 6.3 Students will be able to discuss how both affluence and poverty contribute to environmental pollution and degradation.

Competency 6.4 Students will be able to discussion pollution and environmental degradation from the following perspectives: air, water, desertification, and soil.

Competency 6.5 Students will be able to discuss the role that governments, IGOs, and NGOs play in perpetuating and/or alleviating problems of sustainable development.

Outcome #7: Students will be able to discuss the causes, effects and possible solutions to the problem of global conflict and terrorism.
Competency 7.1 Students will be able to identify the various definitions of terrorism
Competency 7.2 Students will be able to differentiate terrorism from conflict
Competency 7.3 Students will be able to discuss from a comparative perspective the causes of terrorism and conflict in the world.
Competency 7.4 Students will be able to discuss how poverty is linked to both terrorism and conflict in the world.
Competency 7.5 Students will be able to discuss the negative impact that conflict and terrorism have on state, regional, and global stability and security.
Competency 7.6 Students will be able to discuss the role that governments, IGOs, and NGOs play in perpetuating and/or alleviating terrorism and/or conflict.

COURSE TOPICS AND CONTENT REQUIREMENTS:
The International Environment
Globalization
Comparative Political Theory
Poverty
Human Rights
Global Health Care
The Environment
Terrorism and Security

INSTRUCTIONAL METHODS:
Lecture
Class Discussion
Videos
Required Readings
Research Projects
Class Presentations
Capstone Project

INSTRUCTIONAL MATERIALS:
Payne, Global Issues: Politics, Economics and Culture, 3rd edition. ISBN: 0-205-77908-5
 Mortenson, Stones Into Schools. ISBN: 0-670-02115-6

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Grading:
Attendance and Class Participation – 15%
Class attendance is required and students should come to class prepared to discuss the materials assigned for that week and to discuss any news items they come across that should be raised for discussion. I hope that students will come to class with insightful questions and/or comments about the assigned readings, and I will also be calling on students at random to answer some questions of my own. Answers to my questions should show that the student has read and understands the class materials and that they have the ability to apply critical thinking skills to those materials. The quality of your contributions is more important than the quantity, but both are expected.

Below are some guidelines that may help you to understand my expectations and how you will be graded on this portion of your grade.

Excellent contributor (A): The student attends class on a regular basis and comes prepared with insightful comments and questions about the course materials. The student also shows a high level of critical thinking in evaluating course materials. The class as a whole benefits highly from this student's contributions.

Good contributor (B): The student attends class on a regular basis and often comes prepared with insightful comments and questions about the course material. The student also shows some critical thinking in evaluating course materials. The class as a whole generally benefits from this student's contributions.

Fair contributor (C): The student attends class more often than not and sometimes comes to class with questions or comments that reflect some insight into the course materials. The student shows some critical thinking in evaluating course materials but often struggles to see beyond personal biases. The class sometimes benefits from this student's contributions.

Unsatisfactory contributor (D): The student comes to class but is unprepared. Comments are not insightful, are extremely bias or do not benefit the class.

Non-contributor (F): The student either does not maintain regular attendance or attends but does not contribute to class discussions.

Exams - 40%
There will be two exams and the dates and topic materials are listed in the syllabus.

Group Project/Paper - 30%
To demonstrate research competencies, students must complete one of the following research options for credit.
Option 1 - Read the book "Stones into Schools". Students who select this option will write a research paper that discusses the book in the broader context of the following topics discussed in class (poverty, terrorism, human rights). The paper should include 1) A summary of the book; 2) A summary of the problems of poverty, human rights and terrorism and how they are linked; and 3) An analysis of how the type of project discussed in the book may or may not be sustainable and replicable in other parts of the world. The paper should be 10-12 pages in Times New Roman, double spaced, and 12 point font. It should be grammatically correct, well-researched and well-organized. A minimum of 3 additional sources beyond the book will be required and

must be pre-approved by me during my office hours.

Option 2 - Read the book "Stones into Schools". Students who select this option will work with other students in the class, and create an informational program/fundraiser about/for the project in the book to be delivered in April for the IVCC Campus. Students who select this option will work together to develop an hour long presentation that includes information about terrorism, human rights, and global poverty, the specific project in this book, and that has an end goal of raising funds for the project. Students should be prepared to develop a power point presentation, poster board displays, informational handouts, flyers, and other promotional materials for the event.

Individual Presentations - 15%
The class will be broken up into 5 segments for the purpose of giving in-class presentations on the following global topics: Global Terrorism/Crime, Human Rights, Global Poverty, Global Disease and The Environment. The dates for the presentations are listed in the syllabus. The presentation should be informative, interesting and reflect a thorough understanding of the topic being presented. You are encouraged to use a variety of resources for the presentation, including PowerPoint, short videos, handouts, graphs, charts, etc. A good presentation will teach the audience without boring them. The 15-20 minute presentation will be evaluated by the other members of the class as well as by me.

OTHER REFERENCES
N/A

Course Competency/Assessment Methods Matrix

Course Prefix, Number and Name	Assessment Options																														
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below. **Direct/Indirect**		D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
Outcome #1: Students will be able to discuss the way the international system is organized and how it has changed in recent times.		X							X																			X				X
Outcome #2: Students will be able to define and discuss the various aspects of globalization and how globalization is changing and affecting the people of the world.		X							X																			X				X
Outcome #3: Students will be able to discuss from a comparative perspective the causes, effects and possible solutions to the problem of global human rights abuses.		X			X				X		X																	X			X	X

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Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	–	–	–	–	D	D						
Outcome #4: Students will be able to discuss from a comparative perspective the causes, effects and possible solutions to the problem of global poverty.		X				X			X		X																	X			X	X
Outcome #5: Students will be able to discuss from a comparative perspective the causes, effects and possible solutions to the problem of global health.		X				X			X		X																	X			X	X
Outcome #6: Students will be able to discuss from a comparative perspective the causes, effects and possible solutions to the problem of environmental degradation.		X				X			X		X																	X			X	X

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Outcome #7: Students will be able to discuss the causes, effects and possible solutions to the problem of global conflict and terrorism.		X				X			X		X																	X			X	X