GLOBAL 2301:
INTRODUCTION TO GLOBAL STUDIES

Semester Hours Credit: 3
Prerequisites: none

DESCRIPTION OF COURSE CONTENT

In this course students will acquire essential knowledge on global civilization and culture grouped around the following three topic categories: Equity, Peace, and Sustainability. Focus is on the multifaceted connections among nation states, non-governmental organizations, diverse ethnic, cultural and religious groups, and populations around the world. Through close study and analysis of geography, history, culture, religion, politics and government, and world economy, a major aim of the course is to understand the global world, along with its itinerant problems and potential solutions. This course satisfies the University of Texas at Arlington core curriculum requirement in Language, Philosophy and Culture.

LEARNING OBJECTIVES

Upon completing the course, students will have gained essential knowledge about the major topics of global studies and confronted the issues and challenges of Equity, Peace and Sustainability in a globalized society. Through readings, lecture, discussion, reflection, and research, students will gain the skills for thinking strategically about the problems and issues facing the world in the present and future, as well as opportunities for developing diverse responses and solutions.

As part of the Texas core curriculum, this course emphasizes the exercise of students’ critical thinking, communication skills, social responsibility and personal responsibility. These objectives comprise the foundation of essential skills, both intellectual and practical.

- Critical thinking skills include creative thinking, innovation inquiry, and analysis, evaluation and synthesis of information
Communication skills include effective development, interpretation and expression of ideas through written, oral and visual media.

Social responsibility includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Personal responsibility includes the ability to connect choices, actions and consequences to ethical decision-making.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Students will describe, analyze, and examine the problems and proposed solutions to world problems in the areas of equality, sustainability, and peace.</th>
<th>CRITICAL THINKING</th>
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<tr>
<td>Students will synthesize ideas from readings, class discussions, and their own experience when describing the problems of globalization and their potential solutions.</td>
<td>CRITICAL THINKING</td>
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<tr>
<td>Students will demonstrate innovation through the creation of sound discussion questions for various topics.</td>
<td>CRITICAL THINKING</td>
</tr>
<tr>
<td>Students will write academically sound research proposals appropriate to audience and purpose.</td>
<td>COMMUNICATION</td>
</tr>
<tr>
<td>Students will create academically sound oral presentations appropriate to audience and purpose.</td>
<td>COMMUNICATION</td>
</tr>
<tr>
<td>Students will write and present clearly, concisely, with appropriate academic organization and style.</td>
<td>COMMUNICATION</td>
</tr>
<tr>
<td>Students will identify values and rules within a spoken or written text and describe the relationship between them and their own personal values and rules.</td>
<td>PERSONAL RESPONSIBILITY</td>
</tr>
<tr>
<td>Students will describe the larger issues regarding globalization in the areas of equality, sustainability, and peace. They will describe how the actions of individuals businesses, or governments affect these issues.</td>
<td>SOCIAL RESPONSIBILITY</td>
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**DESCRIPTIONS OF MAJOR ASSIGNMENTS AND EXAMINATIONS**
• Students are expected to read the assigned texts and propose discussion questions based on these readings.
• Each student will prepare one 15-minute presentation on a topic of his/her choice (but related to an aspect of global studies approved by the instructor).
• Weekly written assignments will consist of reflection papers based on each student’s learning process as vis-à-vis the major global studies concepts encountered in the course.
• All students will write a final paper the topic of which must be closely tied in with the course content covered throughout the semester.
• An exam follow each of the three modules (3 exams)

**Grading**

Attendance and participation are mandatory and form a substantial part of the final grade. See the attendance policy below.

Grades are apportioned as follows:

Class Participation (attendance, preparation, active participation) 20%
Weekly Reflection Papers 15%
Presentation (SIGNATURE ASSIGNMENT) 15%
3 Module Exams 30%
Final paper/project (see appendix for handout) 20%

**SIGNATURE ASSIGNMENT: Presentation Guidelines**

Choose one of the organizations from the “Making Connections” or “Making a Difference” section at the end of any chapter in Scott Sernau, *Global Problems*. Prepare a **10-15 minute presentation** to focus on:

• The problem(s) or ethical issue(s) with which the organization is concerned;
• The organization’s mission or philosophy;
• Examples of the organization’s active work to confront the problem(s) or issue(s);
• How the organization and its work are related to the wider themes of globalization (equality, sustainability, peace);
• Similar problems that exist in your own home town or state and how they could be addressed;
• How your recommendations reflect your own values.

In addition,

• Use media, PowerPoint, and/or other visual aids to illustrate your topic.
• Prepare a short list of questions to lead the class in a discussion of your topic after the presentation

Evaluation will consider the following categories:

• CONTENT – a thorough presentation and analysis of the topic
• STRUCTURE - introduction, development and conclusion
• CLARITY – clear, concise presentation
• RELEVANCE – topic tied closely to the issues of globalization, connect personal and social responsibility to issues
• PRESENTATION – interesting and stimulating
• VISUAL ASPECTS - graphs, video/audio clips, charts, documentation, etc.
• AWARENESS & DISCUSSION – reach your audience to make an impact

**EXPECTATIONS FOR OUT-OF-CLASS STUDY**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 12 hours per week of their own time in course-related activities, including reading required materials, journaling, completing assignments, preparing for exams, etc.

**READINGS AND COURSE MATERIALS**

Please acquire the following book, available at the UT Arlington Bookstore:


Other materials will be made available on Blackboard throughout the course of the semester.

**REGULATIONS AND GUIDELINES**

**Attendance:** Regular classroom attendance is expected of all students. All classes and exams are based upon that assumption. You are responsible for acquiring class notes if you have to miss. Ultimately you will find that regular attendance is essential for a satisfactory grade performance.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.
**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services Available:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication Policy:** The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. **Students are responsible for checking their MavMail regularly.** Information about activating and using MavMail is available at
http://www.uta.edu/oit/email/. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

**Make-up Exam Policy:** There will be NO make-up exams or quizzes. Extreme circumstances MAY be considered by Instructors discretion with valid proof provided, however is NOT guaranteed. A grade of zero will be recorded for a missed exam. Only ONE exam may be made up at the Instructors discretion.

**Tentative Schedule:**

**Week I: Introduction**

**Week II- Module I: Seeking an Equitable World: Issues of Inequality**

**Class: A World of Rich and Poor**
- The Global Divide  Theories of Class and Economy
- Economic Development: Modernization and Dependency Theories
- Ending Extreme Poverty: Markets and Beyond
- Humanizing Development

**Week III**

**Work: The Global Assembly Line**
- The Division of Labor
- The New Frontier: From Hudson’s Bay to Land’s End
- Made by Small Hands
- A Trade Free-for-All
- Ordering the World Market
• Trade that is Fair for All

Week IV

Gender and Family: Overburdened Women and Displaced Men
  • Nietzsche Undone: From Superman to Supermom
  • Global Family Changes
  • Half the Sky

Week V

Education: Access and Success
  • Brazil
  • The Foundations of Education
  • And Who Will Care for the Children?
  • Education around the World
  • Opening Doors, Opening Minds

Week VI - Module II: Seeking a Peaceful World: Issues of Conflict

Exam MODULE I

Crime: Fear in the Streets
  • Seeking Security
  • Street Crime and Youth Violence
  • International Drug Trade
  • Incarceration around the World
  • International Crime Cartels
  • In Search of Opportunity and Order

Week VI

War: States of Terror
  • How States Made War and War Made States
  • From Limited War to Total War to Cold War
  • From World War to Regional Conflict
  • The Global Arms Trade
  • Weapons of Mass Destruction
  • Military Expenditures
  • The Last Great War?

Week VIII

Democracy and Human Rights: Having Our Say
  • Nationalism and the Nation—State
  • From Bands to States
  • Nationalism and Independence
• Democracy and Its Alternatives
• “Dirty Wars”: When Democracy Degenerates
• The Right to Be Fully Human

Week IX

Ethnicity and Religion: Deep Roots and Unholy Hate
• Ethnicity: Ties That Bind and Divide
• Faith and Fervor: Religious Diversity
• Ethnicity, Religion, and Power
• Identity and International Terrorism
• Alternatives to Terror

Week X - Module III: Seeking a Sustainable World: Environmental Issues

EXAM MODULE II

Urbanization: Cities without Limits
• The Urban Millennium: Worldwide Urbanization
• World Cities
• Cities as Dynamos: Central Places and Hyperurbanization
• The Shape of Urban Life
• The Shape of the City
• Seeking Livable Cities

Week XI

Population and Health: Only the Poor Die Young
• World Population Estimates: Counting Heads
• Marx and Malthus: The Population Bomb Debate
• Demographic Transition Theory
• Population Control
• Migration
• Disease
• Health Care Reform Living Well, Staying Well

Week XII

Technology and Energy: Prometheus’s Fire or Pandora’s Box?
• Power Surge: The Advance of Technology
• Energy: Fire from Above and Below
• Chariots of Fire: Automobiles and Transport
• Turning Down the Heat: Global Warming and Appropriate Technology

Week XIII

Ecology: How Much Can One Planet Take?
• Food: We Are What We Eat
• Pollution
• Deforestation and Desertification
• Who Invited You? Invasive Species
• Ecology and Economy: The Search for Sustainable Futures

Week XIV
EXAM MODULE III
Work on Final Projects

Week XV
• Final Projects Due

APPENDIX:
STUDENT HANDOUT

Final Project

GLOBAL 2301 Introduction to Global Studies

Objective:

Expand on your oral presentation to create a Research Proposal

Requirements:

o After your presentation, create a Write-up of 5-7 pages (double-spaced, Times 12pt font).

o Define your topic with a brief summary (2-3 pages) of the global issue you are targeting, and the organization you selected to research. As in your presentation, summarize the problem(s) or issue(s) that the organization is concerned with, the organization’s mission or philosophy, and examples of the organization’s active work to confront the problem(s) or issue(s).
After making your presentation and leading the class in discussion, propose your research plan, stating how you would pursue this topic further, should you have further resources and time.

Suggestions for conceptualizing your research:
- Propose a theoretical model with which to approach the topic;
- Propose field research, which would allow you to observe and collect data;
- Investigate sources of funding, compile an estimated budget, and describe how the funds will be used to carry out your research.

Include a Bibliography of no fewer than 5 print sources (books and articles from peer-reviewed journals) in addition to websites. Cite your bibliography in one of either MLA, Chicago, or APA format.

Evaluation:

Your proposal will be evaluated on the following criteria.

Critical Thinking 40%
- well thought-out and planned
- ability to see all aspects of the issue
- effective approach to the problem or issue

Civic Responsibility 20%
- applicability to local and national communities

Social Responsibility 20%
- relevance to the world at large and your role in it

Communication Skill 20%
- clarity, concision, style, impact