**General Education Course Inclusion Proposal**

**INTEGRATIVE THINKING**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: HS 130: Globalization and You**

**Home Department: History**

**Department Chair Name and Contact Information** (phone, email): Keith Kendall (x-1648; kkendall@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Minimum of once per year

**Official Course Status**: Has this course been approved by CUP and Senate? Yes

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content: The course introduces students to world systems theory examining the colossal shifts from the Indian Ocean based system through the Atlantic Ocean based system to the modern Neo-Colonial system. To do this, the course examines specific categories of globalization in those eras, such as: food, technology, disease or labor. Additionally, the course has a special emphasis on the environmental and human impacts of globalization.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes: The fundamental goal of the course is to bring students to a greater realization of their role in a globalized world. For example, students eat but rarely wonder what either the historical development or current food production concerns impact the food they eat. Students buy things, but rarely consider the supply chain, the nature of labor along that supply chain, or the secondary environment concerns (though they may well consider the primary environmental concerns). Student’s papers must address the relationship between the historical, the global, and the personal; and use appropriate evidence. This meets critical thinking by requiring students to evaluate evidence for bias and to evaluate personal experience in the light of outside evidence, and to integrate their personal experience into their understanding of that evidence. The course meets the integrative thinking component by bringing together the academic and the personal; students will use that combined information in their papers, and possibly in their actual lives (past experience with HON 302: Globalization in Historical Perspective suggests some students do change their habits, but this is cannot be assessed in a way that can be submitted to GEC). Additionally, in so examining the historical and the current state of the world, the course brings together history, economics, environmental studies, and other disciplines. Hence, it meets both of the two optional outcomes in the first dimension of the integrative learning outcome. They may communicate these understandings in a variety of ways, which may include illustrations, other forms or artwork, literary creations, or some other appropriate medium, depending on the particular instructor.

C. Describe the target audience (level, student groups, etc.): This is proposed as a 100-level course open to any student

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.): As of yet, none; but with some luck a developing interdisciplinary global ecology or sustainability program may include it.

E. Provide any other information that may be relevant to the review of the course by GEC

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Type: papers or project examining their role in the world system  Frequency: either three or four over the semester, each developed over four or five weeks  Projected submission: final paper or project of the semester  Importance: part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the grade  Projected success rate: the course has never been taught before, so this is something of a guess, but we project in the range of 75% based on performance in other 100 level courses |
| **Integrate** | Integrates insight and or reasoning with previous understanding to reach informed conclusions and/or understanding | Type: papers or project examining their role in the world system  Frequency: either three or four over the semester, each developed over four or five weeks; ostensibly, students have some prior understanding of the gadgets they use, the food they eat, and the environmental impact of the choices they make.  Projected submission: final paper or project of the semester  Importance: this is the entire purpose of the course part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the grade  Projected success rate: the course has never been taught before, so this is something of a guess, but we project in the range of 75% based on performance in other 100 level courses |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Type: papers or project examining their role in the world system  Frequency: either three or four over the semester, each developed over four or five weeks. Students will follow the established of the historical method  Projected submission: final paper or project of the semester  Importance: this is the entire purpose of the course part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the grade  Projected success rate: the course has never been taught before, so this is something of a guess, but we project in the range of 75% based on performance in other 100 level courses |

**PLAN FOR LEARNING OUTCOMES  
INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Connections to Experience**  *OR* | Connects academic knowledge to experiences | Type: papers and projects in which students explore the relationship of their own consumption and practices to historical developments and current globalization issues.  Projected submission: last paper of the semester  Frequency: three or four papers developing topic explored over four or five weeks  Importance: the whole point of the course: Specific assignments tying academic knowledge to personal experience will be part of between 50% and 100% of the  Projected success rate: the course has never been taught before, so this is something of a guess, but we project in the range of 75% based on performance in other 100 level courses |
| **Connections to Discipline** | Makes connections across disciplines | Type: papers and projects which not only consider the historical developments of globalization but also the current political, economic, moral, and environmental concerns raised by globalization; this will draw on ethics/philosophy, economic, environmental science, economics, sociology, and anthropology.  Projected submission: last paper of the semester  Frequency: three or four papers developing topic explored over four or five weeks  Importance: central to understanding the main issues of the course In most sections, this would be part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the grade; in some sections in which some projects are of purely personal experience, this dimension might decline to 50% of the grade—nevertheless, combined with the above (and these are supposed to be “one or the other”) the total for dimension would typically constitute a part of 100% of graded assignments  Projected success rate: the course has never been taught before, so this is something of a guess, but we project in the range of 75% based on performance in other 100 level courses |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | Type: Papers or forum posts that show application of course material to daily life  Projected Submission: selected forum post topics  Frequency: forum posts are required at least weekly  Importance: critical to demonstration of application of materials to other contexts; paper account for 50-75% of grade depending on instructor; forum posts range from 10-15%  Projected Success rate: Projected success rate: the course has never been taught before, so this is something of a guess, but we project in the range of 75% based on performance in other 100 level courses |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | Type: papers and forum posts; forum posts give considerable leeway in what is posted. That is, students may write, something, post artwork or music, or provide information in some other format  Projected Submission: selected forum post topics  Frequency: forum posts are required at least weekly  Importance: critical to success in the class; paper account for 50-75% of grade depending on instructor; forum posts range from 10-15%; students would typically have broader choices in their presentation material in the forum posts than in the papers.  Projected Success rate: Projected success rate: the course has never been taught before, so this is something of a guess, but we project in the range of 75% based on performance in other 100 level courses |

*History: Studying the Past, Preparing for the Future*

HS 130

**Globalization and You**

Alan Scot Willis:

Cahodas 208DD

Extension 1228

# Course Description:

“Globalization and You” focuses on interactions among the world’s peoples. The course focuses on trade patterns, and explores how these patterns were influenced by geography, technology, politics, and religion. “Globalization and You” provides a framework for understanding the historical developments as interrelated phenomena and to explain the apparent disparities in today’s world in terms of their historical roots.  Fundamentally, the course is designed to engage students in thinking critically about their place in globalization.

# A Recipe for Success (and not just in class)

Be Present: of course you *will* come to class, but you should also be present in class. Class is not taking place on your iPad nor is being text-messaged to you. It's happening in real-life.

Be Open: some of the ideas and topics we will discuss will conform to ideas you've already held; but, some will be brand new and others will conflict with beliefs you already hold. Be as open to the new and the contrary as you are to the old and comfortable.

Be Careful: accept that unknowns will always exist, that it is impossible to know even most things, much less everything; in that knowledge of limitations, weigh the available evidence and arguments with care and caution.

Be Mindful: attend to the matters of the class, think them through, consider what they mean *and* what they could mean. Allow what you learn to become a part of you and a part of your life.

Be Challenged: challenges make life interesting and exciting. No matter how difficult or easy you find a task, you should always allow yourself to be challenged, and to challenge yourself. No one thinks twice when they hear "no pain, no gain" for physical fitness, yet few realize that the same is true in intellectual pursuits.

This Moment Matters: everyone will be something later, we all have the *next* thing to do; but let that wait until its time comes. For now, pay attention to what is *now* not what is *next*.

# Professor's Study Tip

Some students encounter difficulties because of the sheer volume of information which is covered in this course. We do, after all, cover the entire course of human history in a matter of 15 weeks, the same amount of time which might be given to studying, say, 1968 or 1989 (just as two very recent examples). Additionally, while the modern world is so inundated with gadgetry intended to make our work faster, easier, and better, writing by hand remains the most effective way of imprinting the information upon our minds and memories.

Step 1: write your notes by hand. Turn off your computer, iPad, iPod, and iPhone during class and use an old-fashioned pen (or pencil) and some paper.

Step 2: summarize your daily notes *by hand*.

Step 3: type your summary into a word documents, and add important place names, people, and dates; at this stage you should integrate the relevant materials from the readings.

Step 4: write a *section* summary based on the daily summaries.

Course Goals**:**

This course is designed to meet the expectations of the history department for a 100-level course as well as the critical thinking and integrative thinking goals of the General Education Program.

## Critical Thinking

Evaluates information, ideas, and activities according to established principles and guidelines

Integrates insight and or reasoning with previous understanding to reach informed conclusions and/or understanding

Assesses quality of information that may be integrated into an argument

## Integrative Thinking

Communicates complex concepts by choosing appropriate content and form

Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations

Makes connections across disciplines

Connects academic knowledge to experiences

# Readings

Marks, *Origins of the Modern World*

Wild, *Coffee: A Dark History*

Shell, *Cheap: the High Cost of Discount Culture*

Kostigen, *You Are Here*

Bales, *Modern Slavery*

Additional readings will be provided via EduCat

# Assignments

The assignments focus on your participation in globalization. Particularly, you will examine food you consume, technology you use, your environmental impact, and “cheap” goods you purchase and the labor behind those cheap goods.

# Tests

The tests are based on the readings and class discussions. Test material will be taken from both the texts listed and the additional readings provided by EduCat.

# Short Papers

Students will produce four short papers: one on food a food they eat, one on their environmental impact, one on technology they use, and one on cheap goods they purchase.

# EduCat Posts

Each students will have a “discussion” section assigned to them where they are expected to make periodic posting regarding globalization and their role in the global economy and global society. Here, students may post any appropriate and relevant information. While they must offer some written explanation of the materials they present, their analysis may take many forms, be it artwork, graphs, mp3 files, or other media.

# Your Grade

Your grade will be calculated in the following manner:

* Tests combine for 25% of your grade
* EduCat posts combine for 25% of your grade
* Short papers combine for 50% of your grade