**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*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:** SO353 Globalization & Asian Societies

**Home Department:** Sociology and Anthropology

**Department Chair Name and Contact Information** (phone, email): Alan McEvoy, 227-1687 amcevoy@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every Fall

**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

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

C. Describe the target audience (level, student groups, etc.)

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

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

**A & B: Overview of Course Content General Education Course Learning Goals**

This course is designed to 1) cultivate students’ analytical/critical thinking skills and 2) explore and gain a holistic understanding, both intellectually and empathetically, the phenomena of globalization(s) in a diverse social, cultural and historical context.

Today’s modern world system is characterized by complexities and contradictions of globalization. Each individual is related/connected in some way(s) to both his/her immediate social environment and the “global village”. Forces of globalization have been rapidly changing face of the world. From the West to the East; from North America to Asia, Latin America, and Africa; and from the core to the peripheral nations, internal and external social dynamics and statics work with and/or clash against one another, forging fragmentation and integration of diverse macro social institutions and micro human interactions. Through the teaching/learning process students are expected to:

* Develop skills to gather evidence, to integrate insight/reasoning, and to evaluate information, ideas, and activities concerning globalization.
* Understand important building blogs of diverse theories and perspectives.
* Utilize sociological concepts to scientifically understand and analyze dramatic social changes and constant transition of the global village.
* Understand diverse dimensions of globalization (political, economic, social and cultural).
* Comprehend contradictions and complexities of globalization and localization (historical and continuing).
* Understand major social issues in an era of globalization (world poverty, climate change, population growth, and the intimate relationship between human society and the natural world).
* Understand micro and macro linkage concerning the interrelationship between the individual, the family, and the society at large.
* Understand social dynamics and statics concerning globalization; fragmentation/conflicts and integration/cultural diffusion between East and West.

**The main sections and foci of this course include the following:**

* An overview (geography, political/economic/cultural boundaries) of today’s world.
* Looking into factors contributing to the formation of the modern world system in the past 500 years, multi-forms/dimensions (political, economic, & cultural) and the nature of globalization.
* Examining diverse perspectives/theories of globalization (major sociological perspective, modern world system theory, modernization theory, dependency theory, cultural explanation and structural distortions…).
* A survey of world poverty, global stratification, & poverty reduction, (from Africa, to Latin America, and Asia) and other poverty-related issues.
* Analyzing the role of ancient civilizations, strong/soft states, and different political and economic social structures.
* Examining major global issues (population growth/demographic transition, global warming, climate change, pollution, human trafficking, illegal migration, corruption, mega wars/conflicts, changing religions and the Middle East, terrorism… along with high tech development in today’s world.
* Understanding a number of Asian nations and regions, including India, Thailand, Vietnam, Korea, and Japan. Dramatic social changes in China will be given primary emphasis as a case study: the impact of globalization and economic reform on major social institutions in Chinese society, the structure and evolution of social stratification, clashes with cultural traditions in values and beliefs of marriage and family, gender relations, generation gaps, and interrelationship between the individual and society.

C & D: This is an upper-level course that serves the general student population in that it fulfills a Gen Ed requirement. It also is a required course for Sociology majors and minors, International Studies major with Asian Studies minor, and those who needs to fulfill World Culture requirement. Enrollment is capped at 20 students per section.

E: This course is taught by all members of the Sociology faculty.

**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** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Q & A regular class discussions on intensive readings, group presentations, & quizzes (30%). Mid-term and Final comprehensive essay exams (35%). Term paper (35%). Term paper will be used to assess students’ overall course learning (info from all assignments and activities of readings, discussions, presentations, essay questions). The quality of the paper will reflect students’ ability to gather and digest infomation from social reality, to think critically, and to integrate relevant arguments/theories.  The department expects 80% or greater student proficiency upon course completion. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding |  Q & A regular class discussions on intensive readings, group presentations, & quizzes (30%). Mid-term and Final comprehensive essay exams (35%). Term paper (35%). Term paper will be used to assess students’ overall course learning (info from all assignments and activities of readings, discussions, presentations, essay questions). The quality of the paper will reflect students’ ability to gather and digest information from social reality, to think critically, and to integrate relevant arguments/theories. The department expects 80% or greater student proficiency upon course completion. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines |  Q & A regular class discussions on intensive readings, group presentations, & quizzes (30%). Mid-term and Final comprehensive essay exams (35%). Term paper (35%). Term paper will be used to assess students’ overall course learning (info from all assignments and activities of readings, discussions, presentations, essay questions). The quality of the paper will reflect students’ ability to gather and digest information from social reality, to think critically, and to integrate relevant arguments/theories. The department expects 80% or greater student proficiency upon course completion. |

**PLAN FOR LEARNING OUTCOMES
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY 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** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society** | Analysis of social issues, structures and processes or events | Q & A regular class discussions on intensive readings, group presentations, & quizzes (30%). Mid-term and Final comprehensive essay exams (35%). Term paper (35%). Term paper will be used to assess students’ overall course learning (info from all assignments and activities of readings, discussions, presentations, essay questions). The quality of the paper will reflect students’ knowledge and critical thinking skills about core concepts, theoretical perspectives, major global issues, and scientific understanding of the modern world system characterized by contradictions and complexities of globalizationThe department expects 80% or greater student proficiency upon course completion. |
| **Ethical Issues** | Addressing ethical issues in society |  Social stratification, justice concerns, and cultural relativism within the modern world system and the process of globalization will be embedded in the open-minded learning process and evaluation measures throughout the semester. Students are expected to identify and evaluate fundamental ethical issues related to the study of globalization. Students will be judged proficient to the extent they can frame analyses along an ethical dimension. Essay exams or term paper will be used to assess students’ ability in addressing ethical issues. The department expects 80% or greater student proficiency upon course completion.  |
| **Development and context of society** | Explore themes in the development of human society |  Q & A regular class discussions on intensive readings, group presentations, & quizzes (30%). Mid-term and Final comprehensive essay exams (35%). Term paper (35%). The term paper will require students to explore major themes of global society; the quality of the paper will reflect a student’s ability in understanding & including perspectives on multi-dimensional global cultural diversity cross traditional boundaries, both vertical and horizontal. The department expects 80% or greater student proficiency upon course completion. |