

World101 & ADP Toolkit

BY: WORLD101 & ADP AASCU 2020-2021 COHORT

World101
From the Council on Foreign Relations



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Introduction

This toolkit is a product of **Global Civic Literacy**, an initiative of AASCU's American Democracy Project (ADP) in partnership with the Council on Foreign Relations (CFR). Using World101, a free multimedia resource from CFR, the program is designed to help students increase their knowledge of our global society and understand how global issues influence lives of everyday citizens. Our democracy requires informed and engaged participants, and the goal of ADP, to equip students with the knowledge, skills, and experiences to be engaged citizens, is more important now than ever. More and more, our local communities are influenced by global issues, and our students must navigate the complexities and challenges of an increasingly interdependent world. However, the Global Literacy Survey, commissioned by CFR and the National Geographic Society in 2016, demonstrated the critical gap between the knowledge college-educated students in the United States possessed about the world and the knowledge and skills they need to be informed, engaged citizens able to understand and compete in a global context. (See <https://www.cfr.org/global-literacy-survey>.)

To support efforts to build this critical knowledge and understanding among undergraduate students, ADP – a network of 276 AASCU institutions, serving 2.7 million students across 47 states nationwide – and CFR have launched this **Global Civic Literacy** initiative, offering faculty and International Program staff the unique opportunity to collaborate and explore possibilities for providing an engaging and accessible pathway for students to build global civic literacy.

Participants engaged with the deep library of World101 content in collaboration with the CFR Education team. World101 (<http://world101.cfr.org>) is free modular content that breaks down the fundamentals of international relations and foreign policy through relatable multimedia content and stories that help students understand what lies at the core of the most important, enduring topics and issues along with why these topics matter and how they are relevant. Designed for the non-specialist, but of value to those with some knowledge as well, World101 is geared toward learners both inside and outside of formal academic settings. World101 modules are extremely flexible. The videos, charts, essays, timelines, and other multimedia that comprise a module can be accessed and shared individually or reviewed as a whole. Modules can also be grouped in endless combinations. Each module comes with a library of teaching resources for instructors who wish to use World101 in their classrooms or in co-curricular programming.

This toolkit is a product of the initiative and brings together syllabi, assignments, course plans, and program outlines that use World101 to build global civic literacy across a wide array of courses and co-curricular programming. The toolkit is divided into four sections: first year experiences, upper-level courses, cocurricular activities, and study abroad and international activities.

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FIRST YEAR EXPERIENCE TOOLKIT

First Year Experience Toolkit

Business Fundamentals: The Contemporary Business Landscape
Baruch College- City University of New York

BUS 1011 is a required course for all business students, and for students in some other majors as well. This syllabus shows how World101 can be very helpful in terms of illustrating key points and helping students to understand interrelationships between social, government, and economic issues. This is a key goal of the course. It's not always possible to find World 101 content that fits with every chapter, but there really is a lot that is appropriate at different times in the course.

SYLLABUS

BUS 1011

Business Fundamentals: The Contemporary Business Landscape

Professor Andreas Grein

Office hours: Tuesdays, 3 – 4:30 PM

My Office: NVC 12-255 Telephone: (646) 312-3341

E-mail is the best way to communicate with me:

andreas.grein@baruch.cuny.edu

(Questions regarding your recitation section should be directed to that professor.)

Overview

The course has two major learning objectives: First, the course provides a strong foundation of the three pillars essential to succeed in our business programs: (1) understanding ethics in business and raising awareness of ethical decision making; (2) demonstrating strong communication skills through writing reports and making oral presentations; and (3) applying quantitative analysis skills through analyzing and solving problems using spreadsheets. Second, the course introduces students to the basic managerial concepts and major business functions. The course also introduces students to the wide spectrum of programs and majors offered at Baruch's Zicklin School of Business, helping students decide which Zicklin major to focus on at early stages of the college studies. Please see the chart on page 11 which shows how topics are linked to majors.

The class is organized into four distinct sections: (1) introduction, business ethics, managerial economics, and international business; (2) financial market, accounting, and finance; (3) marketing, business analytics, and computer information systems; and (4) management and organization behavior. Each section covers the basic concepts in an area you might select as a major, and also gives you an overview of majors offered at Zicklin for a specific area of subjects, and resources available for enhancing your learning and career development. Each section also covers current issues you are likely to read about in today's business press, which will give you an understanding of how the world of business really works.

Course Methodology

The course is structured as a combination of large class lectures and recitation sections. The large lectures cover the basic areas of business whereas the recitation sections focus on case studies and group work. The purpose of the recitation class is twofold: to enhance your communication

intensive skills, such as writing and presenting case analyses, and to improve quantitative analysis skills using Excel. **The recitation professors will not prep for or review exams given in the large lecture.**

The large lectures and the recitation sections are integrated with each other. In the large lecture, you learn the overall framework of the subjects and apply your learning to the specific situations surrounding the firm that you choose for your case analysis in the recitation section.

Course Learning Goals

At the completion of the course, students are expected to achieve the following overall goals:

- Recognize and discuss the three pillars of core components: business ethics, communication skills, and quantitative analytical skills.
- Explain the basic concepts of major functional areas of business.
- Identify the area of study as a major at the Zicklin School of Business.

More specifically, students will be able to:

1. Employ a framework of business ethics for analyzing and evaluating cases in domestic and global markets, and for making an ethical decision.
2. Demonstrate strong communication skills, both oral and written, by organizing and communicating the results of business analysis in an effective, concise manner.
3. Apply quantitative analysis skills to problem solving using spreadsheets.
4. Compare and assess the major areas of business at the Zicklin School of Business, such as ethics and corporate governance, managerial economics, international business, accounting, financial management, marketing management, computer information systems and business analytics, and management and organization behavior, among others.
5. Explain how the major areas of business in the real world are intertwined and integrated with each other, rather than being separate and independent disciplines.
6. Evaluate and select the resources available at Zicklin School of Business, such as the Weismann Center for International Business, the Schwartz Communications Institute, and the Writing Center, to further assist and enhance their learning.

BBA Program-level Learning Goals

Analytical Skills	Students will possess the analytical and critical thinking skills to evaluate issues faced in business and professional careers.
Technological Skills	Students will possess the necessary technological skills to analyze problems, develop solutions and convey information.
Communication Skills: Oral	Students will have the necessary oral communication skills to convey ideas and information effectively and persuasively.

Communication Skills: Written	Students will have the necessary written communication skills to convey ideas and information effectively and persuasively.
Civic Awareness and Ethical Decision-Making	Students will have the knowledge base and analytical skills to guide them when faced with ethical dilemmas in business. Students will have an awareness of political, civic and public policy issues affecting business.
Global Awareness	Students will know how differences in perspectives and cultures affect business practices around the world.

Course Pre- or corequisites:

One of the following math courses: MTH 1023; MTH 1030; MTH 2000; MTH 2001; MTH 2003; MTH 2009; MTH 2140; MTH 2160; MTH 2205; MTH 2206; MTH 2207; MTH 2610; or any MTH course at the 3000-level or above.

Course Materials (required)

- PowerPoint files posted on Blackboard will cover the lectures.
- **BUS 1011 Excel eBook**, Stephen Schnaars and Hirokazu Takada, 1st Edition, 2017, to be posted on Blackboard. You will use the book and the sample spreadsheets to learn Excel.
- **Textbook: *Understanding Business***, by Nickels, McHugh and McHugh, McGraw-Hill). The latest edition retails for \$200. It is quite acceptable to buy a used edition online — edition. Many students pay about \$40. Students find that the book is very helpful because it explains many of the items in my PowerPoint materials in much greater detail.

(A copy of the 11th edition is on reserve in the library)

Weekly Schedule - Lecture

The following is a tentative schedule of topics and lectures. Changes may occur as the semester progresses. These changes will be announced in class.

SECTION 1: INTRODUCTION

This section provides an overview of business and majors offered at the Zicklin School of Business (see the matrix of course contents and majors after the weekly schedule). Major subjects covered in this section, such as the economic system, global market, and the ethics and corporate social responsibility, form the foundation for any majors. In particular, global awareness and understanding the importance of ethics and the corporate social responsibility are emphasized for all Zicklin majors, and, these subjects are also covered in the subsequent sections and through discussions of major current events throughout the semester.

Lecture		
Week 1	Overview of Business and Ethics (The Four Ethics Lenses Framework) and Corporate Social Responsibility	Chapters 1-4
		(Chapter 1 – Business and the business environment)
Week 2	Majors offered at the Zicklin School of Business	Insert “What is globalization?” video (Globalization module) in lecture to highlight benefits and tradeoffs from globalization
	Review of Managerial Economics	
Week 3	Understanding Global Markets	(Chapter 1 – Business and the business environment)
		Include additional reading: “Hitting home: When global becomes local” (Globalization module) to explain how interconnectedness contributes to both economic and social issues.

Week 4

Exam 1

(Chapter 2)

Insert “A look at monetary policy” video (Monetary policy and currencies module) in lecture to explain the concept of money and how it is linked to monetary policy as well as exchange rates.

(Chapter 2 – Economics and business)

Include additional reading: “Understanding the last 50 years of global development” (Development module) to discussion of economies and country development

(Chapter 3 – Global markets)

Insert “What is trade?” video (Trade module) in lecture to explain trade and related concepts like trade deficits / surpluses, mercantilism, etc.

(Chapter 3 – Global markets)

Include additional reading: “Foreign Investment 101” (Trade module) to highlight the differences between FDI and portfolio investment, reasons for FDI and why countries receive FDI.

(Chapter 4 – Ethics and social responsibility)

Include additional reading: “The Sustainable Development Goals” (Development module) to support discussion about ethic and social responsibility.

SECTION 2: ACCOUNTING/FINANCE

The focus of this section is on the subjects related to accounting and finance. We first understand financial markets and financial institutions, and then review accounting and finance management.

Lecture		
Week 5	Overview of Financial Markets and Majors at Zicklin	Chapters 17- 20 (Chapter 19 – Securities markets) Include additional reading: “The global consequences of financial contagion” to expand the discussion of securities markets, thereby including the effects of global capital flows and interconnections.
Week 6		
Week 7	Accounting Financial Management	(Chapter 20 - Money and financial institutions) Insert “Global value” video (Monetary policy and currencies module) in lecture to highlight the role of the US dollar in global commerce as well as some of the problems this causes.
Week 8	Exam 2	

SECTION 3: MARKETING/COMPUTER INFORMATION SYSTEMS (CIS)

We review the key concepts and processes of marketing management. In order to understand the importance of analyzing big data, we briefly review marketing metrics and computer information systems.

Lecture		
Week 9	Marketing Concept and Global Marketing	<p>Chapters 13 to 16, bonus chapter B</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>(Chapter 14 – Products and pricing) Insert video “The globetrotting journey of a sneaker” (Trade module) in lecture to demonstrate product sourcing issues and how these affect prices as well as the “brand story”.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>(Chapter B – Information technology) Insert video “What are cyberspace and cybersecurity?” (Cyberspace and cybersecurity module) in lecture to supplement very limited materials from the textbook. This video explains very well both the key characteristics of cyberspace as well as security / privacy issues (including global issues).</p> </div>
Week 10	New Products and Pricing	
Week 11	Channels of Distribution Promotion Computer Information Systems	
Week 12	Exam 3	

SECTION 4: MANAGEMENT

The course concludes with management and organization behavior.

Lecture		
Week 13 May 5	Forms of Business Ownership	Chapters 5, 7-8, and 10.
Week 14 May 12	Leadership Organizational Structure Motivation	

The final exam (not cumulative) will be on

Note: You must arrive on time.

First Year Experience Toolkit

First Year Students & the Perspectives Seminar *Columbus State University*

This set of freshman seminar courses will approach real-world problem-solving in relation to global civic literacy. Students will be prepared to present logical, informed, and evidenced-based solutions to real-world problems, identify and access resources for academic success, articulate one's identity in a global context, identify various perspectives and experiences that inform one's global identity, apply knowledge and skills to real-world situations and problems. Instructors choose the topic for their courses as well as which modules or resources from the curriculum to integrate into learning activities and assignments.

Columbus State University: World101

Description and Rationale: First-Year Students & the Perspectives Seminar

Overview

During the upcoming academic year (2021-2022), we plan to integrate the World101 curriculum in courses offered to our first-year students. At Columbus State University, all first-year students are required to enroll in a 1- or 2-credit Perspectives course. In fall 2021 semester, we will pilot 4 sections of Perspectives courses using the World101 curriculum. These courses will also be included in an innovative global learning program sponsored by CSU – the International Learning Community (ILC). More detailed information regarding Perspectives and the ILC are included in this rationale.

Perspectives Courses

This course introduces students to the academic experience by focusing on a topic or project. Topics vary, but every section engages students in the process of generating creative and evidence-based solutions to problems in the real world. Instructors choose the topic for their Perspectives courses and the following learning outcomes are used:

- Present logical, informed, and evidenced-based solutions to real-world problems.
- Identify and access resources for academic success.

The World101 Perspectives courses will approach real-world problem-solving in relation to global civic literacy. Instructors choose the topic for their courses as well as which modules or resources from the curriculum to integrate into learning activities and assignments. In addition to the Perspectives learning outcomes, the following outcomes are also used:

- Articulate one's identity in a global context.
- Identify various perspectives and experiences that inform one's global identity.
- Apply knowledge and skills to real-world situations and problems.

These learning outcomes were adapted from the AAC&U Global Learning Value Rubric. More information regarding these outcomes is included in the accompanying PERS 1506i/World 101 Rubric.

International Learning Community (ILC)

The ILC is an innovative program CSU has offered for the past 14 years. In 2014, this program was recognized by NAFSA when it presented CSU with the Senator Paul Simon Award for Comprehensive Internationalization. The ILC provides global learning for our students through co-curricular programming across disciplines and campuses. Students are provided broad access to campus-based international learning that is holistic:

- experiential as well as theoretical;
- at multiple points during a student's development; and
- in conjunction with the various disciplinary approaches.

Students can take part in approximately 20 different ILC events each semester. These events include guest lectures, international film viewings with discussions, panel discussions, role-playing simulations, and global dialogues. Some events are held on campus, while others are streamed online, thus providing students with flexible ways to join these global learning activities. For many students these programs might be their only consistent exposure to international content and perspectives. For example, global dialogues with international students are often one of the rare opportunities for our students to learn firsthand from someone outside the United States about different cultural norms, expectations, and perspectives. All of our World101 Perspectives courses will be included in the ILC, allowing students opportunities to see the "real world" significance of global topics through experiences outside of class.

First Year Experience Toolkit

LEH100: Freshman Seminar

Lehman College- City University of New York

This freshman seminar course will prepare students to learn, think about, and analyze a wide range of global issues taking place in today's world. Students will learn how these large issues affect everyone on a personal level, on a community level, national level, and international level. Students will learn about actions being taken now to address these issues, and their own important role in addressing these problems as well. Readings are drawn from World101 and other sources, and a creative final project uses World101.

LEH 100 - Freshman Seminar
Lehman College, CUNY
ONLINE ASYNCRHONOUS

Instructor: Amanda Dubois

Office Hours: Mondays and Thursdays, 12-1PM (email me to receive a zoom link)

Email: Amanda.dubois@lehman.cuny.edu

Description:

This LEH 100 course will prepare students to learn, think about, and analyze a wide range of global issues taking place in today's world. Students will learn how these large issues affect everyone on a personal level, on a community level, national level, and international level. Students will learn about actions being taken now to address these issues, and their own important role in addressing these problems as well.

Course Goals

1) Institutional Learning Goals: Lehman students are engaged as citizens who contribute to their local, national and global communities using reason, integrity, empathy, accuracy, humility, and civility. Specifically, at the end of this course, students will:

2) Student Learning Goals:

- Understand the importance of global issues, and how international and national politics affect our lives in the United States and within your own community.
- Understand how your local actions have an impact on a global scale.
- Analyze issues around the environment, health, education, racial injustice, globalization, migration, trade, cyberspace and security, and tourism.
- Come up with actions and solutions that can be taken by you to have a positive impact on major global issues.
- Familiarize students with Lehman College with weekly guest speakers and videos of resources throughout our campus community.

Attendance Policy:

This course will be held online in an asynchronous format. You will not be meeting with your class over a video platform but will instead log on to blackboard to submit your assignments due each Friday for the course. I will set up a zoom meeting twice in the semester where we will meet over zoom. These two meetings will be mandatory for all students in the course.

Reading Assignments & Participation:

Your class participation will be measured by your responses to your classmate's posts. Participation is an essential part of this course. It is important to share your thoughts and opinions with each other during blackboard discussions.

Required Texts:

Textbooks are not required for this course.

All texts will be assigned via blackboard.

Grades Breakdown:

Blackboard Discussion Board Assignments: 20 %

Blackboard Participation/Replies to classmates: 20 %

Reflection Paper: 20 %

Final Presentation: 40 %

ASSIGNMENTS:

Blackboard Discussion Board: Instructions

Blackboard Discussion Board Posts are mandatory and necessary for the course. The assignment guidelines will be posted directly on blackboard and on your syllabus for the week it is due. You must post your discussion board assignment by the deadline listed each week. Each post must be a **minimum of 250 words** and must respond to all of the questions listed. You will not be able to see anyone's post in the thread until you write and post your initial response.

Blackboard Participation Posts: Instructions

In addition to posting your own blackboard post for the assignment of the week, you must also respond to another student's post from the same discussion board thread. You can point out similarities, differences, or talk about something that you found interesting in their post. **You must respond with a minimum of 200 words.** Class participation points will be given for each of these responses.

Reflection paper

Reflection papers will be assigned throughout the semester and will reflect on the themes of the week. Reflection papers should be written in Times New Roman, 12 font, and double spaced. Please make sure to cite the articles by using MLA formatting.

Final Presentations

You will have one final presentation during the semester. Global Impact Project. Create a presentation (poem, prezi, ppt, video, or paper) based on any of the areas of learning throughout this course and demonstrate the broader impact of that topic on the globe. Include suggestions on how to make a positive impact on affected communities.

Step 1: Select your topic from the list of World101 Curriculum from one of 8 areas of World 101 Global Era Issues (Globalization, Climate Change, Migration, Cyberspace/Cybersecurity, Global Health, Monetary Currency, Development, Covid-19, or Trade)

Step 2: Reserve your topic from the list of available slots

at: <https://www.signupgenius.com/go/10C054FA8AE2BABFC1-leh100>

Step 3: Complete the entire module including the Module Assessment of one of 8 areas of World101 Global Era Issues (Globalization, Climate Change, Migration, Cyberspace/Cybersecurity, Global Health, Monetary Currency, Development, Covid-19, or Trade) at <https://world101.cfr.org/global-era-issues>

Step 4: Take a screenshot of the completed assessment and post it in the discussion board of the week of your choice in place of that week's discussion. (this means you do not have to answer the discussion board questions that week).

Step 5: Using the information that you have gained from the completed module, create a final project that portrays what you have learned. This can be in the format of a 5 page position paper, poem, painting, powerpoint, prezi, vlog, blog, song,

interpretive dance... use your imagination and your passion to portray what you have learned.

Step 6: Post your final project as a file or a link in the final project location in Blackboard and be prepared to share it with video on in the final two classes.*

*If you are still having trouble with access to technology, please don't forget about the campus resources for students during COVID-19!

Visit: <http://lehman.edu/coronavirus/student.php>

BLACKBOARD WEBSITE & COURSE COMMUNICATION

1. In your course blackboard course webpage, you need to pay attention to the Announcements area of the online classroom that you see each time you log in. This is the place where the instructor posts updates and reminders of important due dates. You will find the syllabus under Course Syllabus. The area of Course Materials contains all the articles that are required for this course. The course assignments section is where the 2 required written short papers and two presentations will be submitted. It is also where you can find the instructions for those assignments. In the Discussion Board area, I will post questions for your response to the readings each week. Questions about course procedures and requirements can be posted at any time in the designated Q&A Forum. If you need help navigating blackboard, please visit the following

webpage: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

2. The best way to reach the instructor outside of the classroom is via email, amanda.dubois@lehman.cuny.edu for individual or personal questions or via the office hours over zoom. I will respond to questions and concerns promptly, but it is important you reach out early if there you are having issues with the course assignments or material.

COURSE REQUIREMENTS

Satisfactory performance in this class requires that you

- read all materials assigned for each class
- effectively participate in the blackboard discussion posts and responses to classmates.
- submit the class presentation via a presentation method you prefer
- complete all short paper assignments by deadline posted

COURSE OUTLINE

EACH WEEK THERE WILL BE ONE RESOURCE INTRODUCED TO YOU REGARDING OUR CAMPUS COMMUNITY IN ADDITION TO THE ASSIGNMENTS LISTED BELOW.

**Week 1- August 28th - Introduction to LEH 100: Global Community Section
Theme of the Week: How Global Education Impacts our Daily Lives**

Week 2 – September 4th -

**Theme of the Week: Writing Guides & the Impact of Covid-19
Lehman Resource: The Tutoring Center at Lehman College**

Assignment 1: Reflection Paper Due 9/4/2020 by 11:59pm

Head to the Week by Week section on blackboard and read the two articles on writing: They Say I Say & Rewriting: How to Do Things with Texts. Submit a 1-page reflection paper in the

“assignments” section and talk about what you learned from the articles, what you already knew, and how you can improve your writing moving forward. Did these two articles help you feel more confident about writing?

Assignment 2: Due 9/4/2020 by 11:59pm

Read the World101 and Inside Higher Ed articles on COVID-19, then head to the blackboard discussion board section to answer the questions for the week.

Week 3 – September 11th

Theme of the Week: Racial Injustice & the Black Lives Matter Movement

Lehman Resource: Campus Life

Assignment 1: Due by 9/11/2020 by 11:59pm

Head to the Week by Week section and read the articles for the week. Afterwards, head to the blackboard discussion board and answer the questions.

Assignment 2: Due by 9/11/2020 by 11:59pm

Submit a response to two classmates to earn your class participation points for the week.

Week 4 – September 18th No Class Scheduled/No Assignments Due

Week 5 – September 25th

Theme of the Week: What Does it Mean to be a Global Citizen?

Lehman Resource: International Programs & Community Engagement

Assignment 1: BB Post Due 9/25/2020 by 11:59pm

Head to the Week by Week section and access the websites, Global Citizen and Build Abroad to learn what it means to be a global citizen and how so many young people have taken action to eradicate poverty by the year 2030. Afterwards, head to the discussion board post and response to the questions listed.

Assignment 2: BB Post Due 9/25/2020 by 11:59pm

Submit a response to two classmates to earn your class participation points for the week.

Week 6 – October 2nd

Theme of the Week: Globalization

Lehman Resource: Library tutorial

Assignment 1: Reflection Paper Due 10/2/2020 by 11:59pm

Head to the Week by Week section and read the Globalization document for the week by Aisha Shahzad. Afterwards, head to the assignments section to review the prompt/questions and submit a 2-page reflection paper on the reading.

Week 7 – October 9th

Theme of the Week: Climate Change

Lehman Resource: Intro of World101 Program

Assignment 1: BB Post Due October 9th by 11:59pm

Access the global change website through the Week by Week section on blackboard and read through the summaries of each major area of human health impacted by climate change on the website then select one chapter to fully read. Also watch the short Bill Nye video on climate

change. Afterwards, head to blackboard discussion board post and respond to the questions listed.

Assignment 2: BB Post Due October 9th by 11:59pm

Submit a response to two classmates to earn your class participation points for the week.

Week 8 – October 16th

Theme of the Week: Migration

Lehman Resource: Counseling Center

Read the UN article under the heading Migrants and the SDGs in the Week by Week section of Blackboard and reply to the discussion board prompts.

Week 9 – October 23rd Theme of the Week: Trade

Lehman Resource: Career Exploration and Development

Assignment 1: BB Post Due 10/23 by 11:59pm

Head to this week's Week by Week section and read the articles on trade. Afterwards, head to the blackboard discussion board post and respond to the questions listed.

Assignment 2: BB Post Due 10/23 by 11:59pm

Submit a response to two of your classmate's posts to earn your participation points for the week.

Week 10 – October 30th

Theme of the Week: Cyberspace & Security

Lehman Resource: The IT Center

Assignment 1: BB Post Due 10/30 by 11:59pm

Head to this week's Week by Week section and read the three articles. Afterwards, head to the blackboard discussion board post and respond to the questions listed.

Assignment 2: BB Post Due 10/30 by 11:59pm

Submit a response to two of your classmate's posts to earn your participation points for the week.

Week 11- November 6th

Theme of the Week: "Volun"Tourism

Lehman Resource: International Programs & Community Engagement (Volunteer focus)

Assignment 1: BB Post Due 11/6 by 11:59pm

Head to this week's Week by Week section and read the articles on tourism and on successful alternative break programs. Also watch the Trevor Noah YouTube video. Afterwards, head to the blackboard discussion board section and respond to the questions in the post.

Assignment 2: BB Post Due 11/6 by 11:59pm

Submit a response to two of your classmate's posts to earn your participation points for the week.

Week 12- November 13th

Theme of the Week: Global Health

Lehman Resource: Student Health Center/Wellness Education Program

Assignment 1: BB Post Due 11/13 by 11:59pm

Head to this week's Week by Week section and read the three articles focused on health. Afterwards, head to the Blackboard Discussion Board section and respond to the questions listed.

Assignment 2: BB Post Due 11/13 by 11:59pm

Submit a response to two of your classmate's posts to earn your participation points for the week.

Week 13- November 20th Theme of the Week: Education

Lehman Resource: Spring Registration support

Assignment 1: BB Post Due 11/20 by 11:59pm

Head to this week's Week by Week section and read the three articles focused on education. Afterwards, head to the Blackboard Discussion Board section and respond to the questions listed.

Assignment 2: BB Post Due 11/13 by 11:59pm

Submit a response to two of your classmate's posts to earn your participation points for the week.

Week 14 - November 25th

Theme of the Week: Development
Lehman Resource: Final Exam Preparation

Assignment 1: BB Post Due 11/25 by 11:59pm

Head to this week's Week by Week section and read the articles focused on development. Afterwards, head to the Blackboard Discussion Board section and respond to the questions listed. No replies to classmates are required over Thanksgiving break.

Week 15 – December 4th

Theme of the Week: Advocacy & Activism

Final Exams begin

Assignment 1: BB Post Due 12/4 by 11:59pm

Read the articles focused on advocacy and activism. Afterwards, head to the Blackboard Discussion Board section and respond to the questions listed.

Assignment 2: BB Post Due 12/6 by 11:59pm

Submit a response to two of your classmate's posts to earn your participation points for the week.

Final Week– December 11th

Theme of the Week: Final Presentations Due

Final Presentations will be posted on the Discussion Board Thread. Global Impact Project. Create a presentation (poem, prezi, ppt, video, or paper) based on any of the areas of learning throughout this course and demonstrate the broader impact of that topic on the globe. Include suggestions on how to make a positive impact on affected communities.

First Year Experience Toolkit

Go Global!

Stockton University

This free 6-week online class for incoming first-year students is taught over the summer to approximately 100 students. In this digital course, students will develop critical thinking skills to understand key global challenges, drawing from various disciplines; analyze the political, economic, social, and/or environmental impacts of key global challenges in different parts of the world; effectively communicate complex ideas and craft effective arguments in writing for a general audience; evaluate and begin to create approaches and/or solutions to key global challenges; build and practice information literacy skills; develop quantitative literacy skills by drawing on and comparing various public data sources; develop a sense of global empathy; and increase commitment to civic and political engagement. The digital curriculum relies heavily on CFR World101 modules and videos, Backgrounders, Timelines, and Interactives to provide students with up-to-date information and different perspectives on key questions and issues in global challenges

Go Global! – GSS 1236

Summer 2021 Online Course Syllabus

Session III – Monday June 28 – Tuesday August 10



Faculty Name: Tina Zappile (Dr. Z),
Associate Professor of Political Science
& Faculty advisor for [Stockton Model
UN](#)



Phone: (609) 661-8354

E-mail: tina.zappile@stockton.edu

**Virtual Office Hours will be announced via email
[insert link]**

For Technical Issues: Contact the InSpark Help Desk for help with online lessons by sending an email to [insert email] or submitting a report at [insert website] with the following information:

1. A complete description of your technical issue with as many details as possible!
2. Screenshot(s) that show your issue
3. Lesson name (e.g., Conflict Why We Fight)
4. Screen # and name (e.g., 30. Values)

Stockton's Help Desk: This should be your second option to address technical issues for this course, as they do not have access to the Global Challenges digital platform. They can be reached at (609) 652-4309 or helpdesk@stockton.edu.

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Hint: click on the title to go directly to that section!

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Course Description

The world is changing, and this course is designed to help you better understand those changes so that you can participate and help solve complex problems as a “globally competent citizen” while you are here at Stockton and long after you graduate. This online interdisciplinary course covers a series of 7 global challenges. This is a project-based course where you are tasked with being a researcher and writer for a digital Global Challenges Magazine and will work collaboratively to create nine (9) issues of a digital Global Challenges Magazine that is viewable by the entire class.

This course is interdisciplinary and is suitable for all majors. The knowledge and skills you will gain here will be useful in any field! This course also meets the GSS General Studies requirement for all majors here at Stockton. General Studies courses can only be taken on our campus, and this free course provides you an incredible value because it does meet a requirement for all students. I also hope that it is fun! Not only will you learn about key global challenges, but you will also be asked to reflect on your own values. The digital lessons assign you readings and videos, and ask you questions to evaluate your comprehension. You will also be asked about your personal thoughts and opinions throughout the course, and I encourage you to be as transparent as possible and be open to examining your own ideas and listen to others, as well.

The study of global issues is more critical than ever now. The decisions that we make in the next few years will determine the collective future of our world. Together we are confronted by complex global challenges that demand interdisciplinary approaches, critical thinking, and innovative solutions. For example, the recent COVID-19 pandemic has demonstrated the role of networks of scientific experts and the need for effective governance; climate change and other environmental challenges continue to threaten our world; rapid urbanization is changing how people live as they increasingly move to cities; global resources appear to be dwindling; the rise of populism and autocracy threatens democracy around the world; rising income inequality is changing the role of powerful and wealthy corporations and people in society, and human rights continue to be denied in many places. Yet we are living at a time with unprecedented technological advances that have given us powerful tools like CRISPR, and we are learning more from social psychology about how people really behave (hint: it's not rationally!). These trends certainly present problems or perils; on the other hand, they also provide opportunities or promises for us to bring about changes that will significantly increase the ongoing quality of life around the world.

Student Learning Outcomes

As a result of active participation in this course, you will:

1. Develop critical thinking skills to understand key global challenges, drawing from various disciplines;
2. Analyze the political, economic, social, and/or environmental impacts of key global challenges in different parts of the world;
3. Effectively communicate complex ideas and craft effective arguments in writing for a general audience;

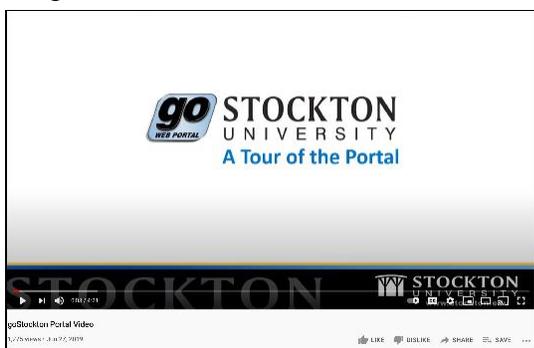
Summer 2021 Go Global! Syllabus

4. Evaluate and begin to create approaches and/or solutions to key global challenges;
5. Build and practice information literacy skills;
6. Develop quantitative literacy skills by drawing on and comparing various public data sources;
7. Develop a sense of global empathy; and
8. Increase commitment to civic and political engagement.

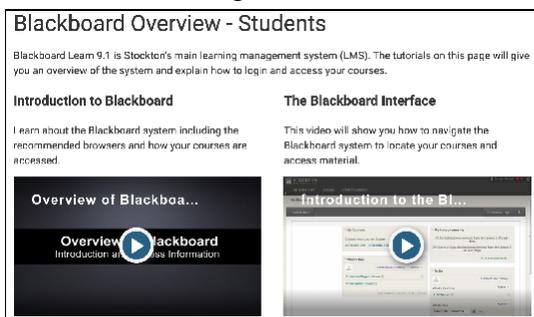
Getting Started

Step 1: Read this Syllabus! Basic information can also be found at <https://stockton.edu/goglobal>.

Step 2: Access the Stockton portal and start checking your Stockton email daily. Click on the image below to watch a short video to learn more:



Step 3: Access Blackboard and enter this course. You will use Blackboard to access all course assignments. Please click on the image below to access a link where you can watch videos on how to access and navigate Blackboard:



Step 4 OPTIONAL: In your own calendar (Google, iCal, etc), you can subscribe to the Go Global Blackboard calendar using this url: link TBA!

Step 5: Register for Flipgrid here: [insert link]. We will be using Flipgrid for video discussions. Important Note: You MUST register for FlipGrid using your Stockton @go.stockton.edu email (hint: choose "Google" to register with this email).

Step 6: Register for reminder texts here: [insert link]

Step 7: Before you begin the 1st assignment, review [this Student Navigation & Scoring Guide](#) for complete details on scoring for the assignments in this course. Each screen has an activity, and the scoring guide tells you how different levels of activities are scored.

Step 8: Before you begin the 1st assignment, find your assigned Global Challenges interview subject here (link TBA). You need this to begin the first lesson, and additional instructions will be provided in the first lesson once you start the course. Why do you need this assignment? The featured project for this course is a Global Challenges Magazine, where you will be researching and writing articles about global issues from this part of the world, through the lens of the imaginary person who you are assigned to cover and write about. You can be creative in your approach, either writing a traditional interview with this person; or writing in the first person from their persona about how these global issues impact them directly. **IMPORTANT:** this person is NOT real, but a virtual person that you create through the assignment. That said, you can use social media to reach out and contact real people living in your assigned city/area to get more information!

Step 9: Begin the course! This online course encourages the use of educational activities, digital resources, and self-directed learning to master course content. Participation in an online class involves completing all assigned work, ongoing monitoring of communication, actively engaging in discussions, and contributing to group activities. It is important to check email and online course resources on a regular basis. Active learning occurs with class activities, self-study assignments and the use of special technical equipment and digital resources. Students may use email, Flipgrid discussions, and virtual office hours to speak with course faculty.

Required Course Materials

All of the required materials are available for free and are **posted in Blackboard.**

1. **The Global Challenges Platform:** this is where all of your coursework will be completed. The image on the next page shows you what to expect and how to navigate the website. Note: Each online lesson includes between 30-60 screens with original content plus videos, charts/figures, interactive databases, and assigned readings that are accessible through links provided to you in the Smart Sparrow system. A common reading is the National Intelligence Council's Global Trends report, and other content is drawn from a variety of open educational resources (OER) including popular sources, think tanks, academic databases, international organizations, summaries, or peer-reviewed work from different disciplines, and more.

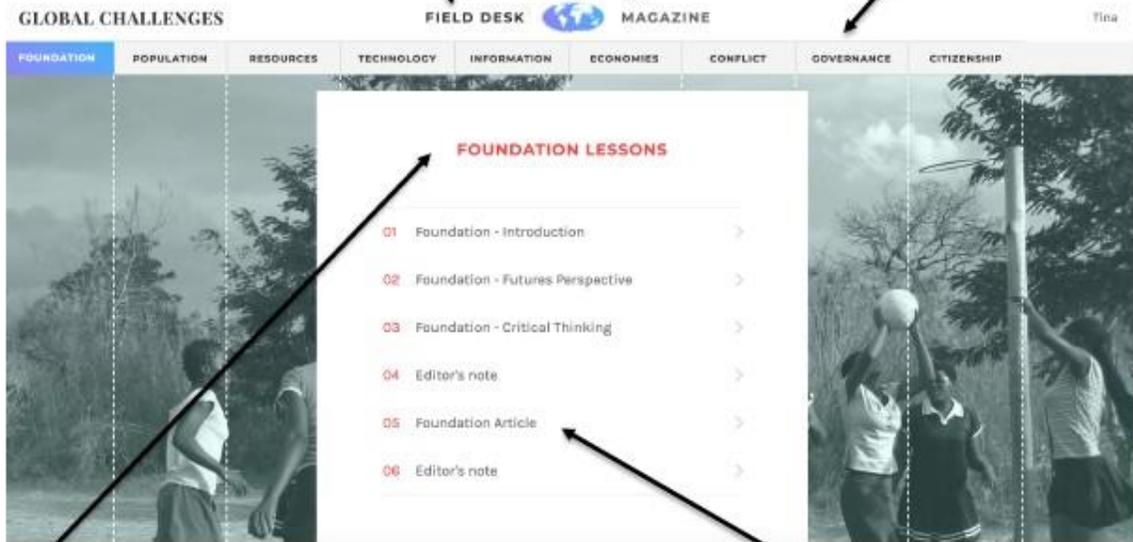
Here are some tips on how to navigate this innovative Global Challenges course.

Field Desk & Magazine

The Field Desk is where you'll complete ALL lessons for the course and the Magazine is where you can see completed articles by everyone in the course. You can toggle between these two spaces to access all required coursework and read other people's magazine articles.

Units

Each column represents a different unit in the course, where we cover seven Global Challenges and finish with Citizenship. In the Field Desk and Magazine spaces, you move in between these columns.



Lessons for Each Unit

These lessons are part of the Field Desk and include all your assignments for the course. You will go through each lesson in numerical order, ending with the article for each unit.

Magazine Articles

After you complete a series of lessons, you'll come to an Editor's Note and the Article. The Article brings you to a Brief with instructions and resources to write your article, space to write and post images/graphs/figures, and a rubric that explains how your articles will be evaluated. Your articles will focus on your assigned interview subject and her or his country and are published in the Magazine where everyone will see your finished work! You will also be asked in the final Editor's Note to review and comment on at least one other article.

2. **FlipGrid:** Join here <https://flipgrid.com/goglobal21>
3. **Remind text messages:** Join here <https://www.remind.com/join/goglobal21>
4. **The Stockton library webpage with links for required media sources** (listed on the left side under "Current Reading"). The [main library page is located here](#). There are a few

subscription-based articles with pay-walls that can be accessed through our library; these include The Washington Post, The Economist, Foreign Policy Magazine, and the New York Times. Alternatively, you can get student subscriptions for low rates.

Technology Requirements: This course requires students to have access to a Windows 10 PC or Mac computer (desktop or laptop) with Wi-Fi connectivity. A webcam and a microphone (on your computer or a mobile device) are necessary for online office hours and video discussions. Check out the [Stockton Laptop Buying Guide for Students](#) to read more about technical requirements for your computer.

Expectations for Technology Use: Technology is an essential delivery method of course instruction and part of our learning environment. However, when used inappropriately, technology may hinder learning. If sharing your computer screen during a scheduled videoconference session, only display information pertaining to the course content. Inappropriate use of technology can be distracting to your peers, causing negative effects on the learning environment. Please respect your peers and faculty and abide by this policy. For information about online netiquette, review <https://coursedesign.colostate.edu/obj/corerulesnet.html>. Technology may not be used to record class material without prior approval from the faculty or your peers. Any recorded video or audio permitted for the personal use of a specific student may not be shared in any public manner. Materials recorded for personal use are to be deleted at the end of the semester unless written permission is provided by the faculty.

Course Assignments

The following assignments, written work, and video discussions result in the final grade students earn in this course. It is the student's responsibility to seek clarification if assignment instructions or expectations are unclear. It is an effective strategy to seek clarification in the assignment guidelines and then from peers before seeking faculty assistance.

Name of Assignment/Graded Activity/Exam	Explanation (overview of assignment)	Percentage of final grade
Field Desk Lessons (points vary and are listed in the course schedule below)	You will complete a series of lessons in Smart Sparrow, with 3-5 assigned for each global challenge	57.5% of final grade
Global Challenges Magazine Articles (120 points each) & Peer Comments (20 points each)	You are asked to research and write 9 articles for the global challenges magazine and comment on at least 1 other article. The Citation Guidelines are available here , and sample articles are provided below in the course schedule.	37.5% of grade

Flipgrid Video Discussions (completing videos = 100%)	Each week you will participate in a video discussion, responding to a prompt asking you to reflect on what you've learned	5% of grade
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Course Grading Criteria

94-100 A	90-93 A-	87-89 B+	84-86 B	80-83 B-
77-79 C+	74-76 C	70-73 C-	64-69 D	0-63 F

Expectations for Assignments

An online course maintains the same academic rigor as a traditional classroom course. The purpose of learning activities and assignments is to prepare, practice, reinforce, or apply acquired skills and knowledge. Completing this work assists students in fully benefiting from the learning opportunities provided by this course. The faculty teaching this course makes every effort to design activities and assignments that are meaningful and significant to the learning experience. Students are expected to develop good time management/ organizational skills, effective study skills and complete assignments in a manner responsive to the instructions provided to enhance their learning of course content.

Field Desk Lessons: It can be confusing to learn how to study for online lessons! We strongly recommend these study cycle strategies to succeed:

- Before you begin each online lesson - Preview the title and come up with 1-3 questions you'd like the lesson to address for you. For example, for the lesson on "why we fight wars", maybe you want to know why people go to war over religion differences? Or maybe you want to know what people can do to avoid war?
- As you complete each lesson - Open a blank notebook or document on your computer, and as you complete each screen, use it to take notes in your own words. *These notes don't have to make sense to anyone else. Use these notes to jot down key concepts, key facts, questions you have about the material, and more.* This is the single best way to learn any new material!
- Before you start your Magazine Article - Review your notes from each lesson. Focus on key concepts, major themes, conclusions from research, and primary questions. Hint: you would do this before an exam in a typical class.
- As you get scores and feedback - Ask yourself if you're using study methods that are effective. Did you get a lower score than you wanted? Try taking more notes. Try slowing down. Do you understand the material enough to teach it to others? If not, try a new strategy!

Magazine Articles

It is expected that written assignments will be clear, concise, grammatically correct and reflect University level work responsive to the directions provided. Your article for the Global Challenges Magazine will be evaluated using a rubric that is available in the online system. Please make sure you select the "RUBRIC" tab and review the detailed rubric *before* you write your magazine articles.

- Editing and reviewing one's own work is expected.
- Seek tutoring support as needed in advance of deadlines.
- Use available resources demonstrating appropriate information literacy.

Essential Learning Outcomes

Stockton University's Essential Learning Outcomes (ELOs) are ten competencies that students are expected to develop as a result of a Stockton education. The following ELOs are addressed in this course:

- **Adapting to Change.** The ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.
- **Communication Skills.** The ability to create and share ideas and knowledge effectively with diverse audiences and in various formats.
- **Critical Thinking.** The ability to formulate an effective, balanced perspective on an issue or topic.
- **Ethical Reasoning.** The ability to consider alternative viewpoints and their potential consequences.
- **Global Awareness.** The ability to appreciate diversity and cultural interconnectedness.
- **Information Literacy and Research Skills.** The ability to locate, evaluate, analyze, and use the information to solve problems or to produce an argument.
- **Quantitative Reasoning.** The ability to understand and to work confidently with numbers and mathematical concepts

IDEA Course Evaluation Objectives

The Individual Development and Educational Assessment (IDEA) is used to assess student perceptions of the learning experience at the end of each course. This course addresses the following IDEA objectives:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Developing skill in expressing oneself orally or in writing
- Learning how to find, evaluate, and use resources to explore a topic in-depth
- Developing ethical reasoning and/or ethical decision making
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Course Schedule

Please complete the assignments before **midnight** on the dates listed below with a **48 hour grace period with no penalties**. Note that technical assistance is NOT available at night, so if you experience issues you may need to wait until the next day for a response. We understand and will accommodate documented technical issues if you contact the Smart Sparrow Help Desk.

Note: *Dropping* the class by emailing your instructor means that the course will NOT show up on your transcript. *Withdrawing* from the course means you will have a W grade for this course on your transcript. Please refer to Academic Affairs for the [policy on Withdrawing from a course](#).

Week	Due Dates for Activities and Assignments
<p>Week 1</p> <p>June 28 - July 2</p>	<p>Mon June 28: Chapter 1 FOUNDATION</p> <ol style="list-style-type: none"> FOUNDATION Lesson 01 - Introduction (50 points). Topics & Activities in this Lesson: Overview & Reporter Profile, Global Citizenship Adaptive Path; Global Literacy Test (CFR & National Geographic); A Single Story & Stories From Around the World; Media Bias; Scholarly versus Popular Sources; Study Strategies FOUNDATION Flipgrid Intro Video due link TBD <p>Tues June 29:</p> <ol style="list-style-type: none"> FOUNDATION Lesson 02 - Futures Perspective (50 points). Topics & Activities in this Lesson: Future Worries Adaptive Path; Futurists; Introduction to the National Intelligence Council (NIC) Global Trends Report FOUNDATION Lesson 03 - Critical Thinking (50 points). Topics & Activities in this Lesson: Normative & Empirical Concepts; Critical Thinking Self-Evaluation of 12 Skills; Fast & Slow Thinking; Scientific Method <p>Wed June 30:</p> <ol style="list-style-type: none"> FOUNDATION Lesson 04 - Editor’s Note FOUNDATION Lesson 05 - Foundation Article (120 points) Citation Guide can be accessed here FOUNDATION Lesson 06 - Editor’s Note FOUNDATION FlipGrid What You Learned Video due: link TBD <p>Thurs July 1:</p> <ol style="list-style-type: none"> POPULATION Lesson 01 - Editor’s Note POPULATION Lesson 02 - Population Introduction (51 points). Topics & Activities in this Lesson: Demographic and Socioeconomic Information;

	<p>Data, & Trends in the U.S.; Introduction to Global Health; NIC Global Trends</p> <p>Fri July 2:</p> <ol style="list-style-type: none"> POPULATION Lesson 03 - Growth (25 points). Topics & Activities in this Lesson: Empirical Data; Consequences; Solutions POPULATION Lesson 04 - Health (70 points). Topics & Activities in this Lesson: Demographic Transitions & Implications; Public Health; Spotlight Case: Covid-19; Policy Solutions
<p>Week 2</p> <p>July 5 - July 9</p>	<p>Mon July 5: Happy official observance for July 4th!</p> <p>Tues July 6:</p> <ol style="list-style-type: none"> POPULATION Lesson 05 - Migration (70 points). Topics & Activities in this Lesson: Normative Views; Migration Trends; Refugees; Spotlight Case: Syrian Refugee Crisis POPULATION Lesson 06 - Urbanization (70 points). Topics & Activities in this Lesson: Growth of Cities; Promises & Perils; Urban Planning; Spotlight Case: New Orleans <p>Wed July 7:</p> <ol style="list-style-type: none"> POPULATION Lesson 07 - Population Magazine Article (120 points) <ol style="list-style-type: none"> Sample Population Article: Nicaragua POPULATION FlipGrid: What You Learned Video Due link TBD <p>Thurs July 8:</p> <ol style="list-style-type: none"> POPULATION Lesson 08 - Editor’s Note - Review and Comment on another student article (20 points) RESOURCES Lesson 01 - Editor’s Note RESOURCES Lesson 02 - Resources Introduction (66 points). Topics & Activities in this Lesson: Connections Between Population & Resources; Collective Action Problems: Tragedy of the Commons, Policy Solutions, Freeriding, and Lowest Common Denominator; Empirical Data and Normative Dimensions of Future Perspectives for Resources; NIC Global Trends <p>Fri July 9:</p> <ol style="list-style-type: none"> RESOURCES Lesson 03 - Food (46 points). Topics & Activities in this Lesson: Empirical Data; Collective Action; Normative Issues

<p>Week 3</p> <p>July 12 - July 16</p>	<p>Mon July 12:</p> <ol style="list-style-type: none"> RESOURCES Lesson 04 - Water (61 points). Topics & Activities in this Lesson: Empirical Data; Daily Usage; Water Sanitation; Spotlight Case: Flint, Michigan RESOURCES Lesson 05 - Energy (36 points). Topics & Activities in this Lesson: Access to Modern Energy; Global Energy Production; Sustainable Energy; Spotlight Case: Fracking in the U.S. <p>Tues July 13:</p> <ol style="list-style-type: none"> RESOURCES Lesson 06 - Climate Change (48 points). Topics & Activities in this Lesson: Empirical data on a Warming Planet; Impacts of Climate Change; Solutions & Normative Views <p>Wed July 14:</p> <ol style="list-style-type: none"> RESOURCES Lesson 07 - Resources Magazine Article (120 points): Sample Resources Article Libya RESOURCES FlipGrid What You Learned Video Due link TBD <p>Thurs July 15:</p> <ol style="list-style-type: none"> RESOURCES Lesson 08 - Editor’s Note - Review and Comment on another student article (20 points) TECHNOLOGY Lesson 01 - Editor’s Note TECHNOLOGY Lesson 02 - Technology Introduction (76 points). Topics & Activities in this Lesson: Promises & Limits of Technology to Solve Big Problems; Funding, Public-Private Partnerships, Innovation, and Research and Development; Intellectual Property Rights; Humanities and Diversity in Technology Today; NIC Global Trends <p>Fri July 16: <u><i>DEADLINE TO DROP THE COURSE</i></u></p> <ol style="list-style-type: none"> TECHNOLOGY Lesson 03 - Biotechnology (53 points). Topics & Activities in this Lesson: Genetics; Epigenetics; Bioengineering; Spotlight Case: CRISPR
<p>Week 4</p> <p>July 19 - July 23</p>	<p>Mon July 19:</p> <ol style="list-style-type: none"> TECHNOLOGY Lesson 04 - Computation (71 points). Topics & Activities in this Lesson: Computing speed; Big Data; Machine Learning; AI & Transhumanism TECHNOLOGY Lesson 05 - Technology Magazine Article (120 points) TECHNOLOGY FlipGrid What You Learned Video Due link TBD <p>Tues July 20:</p>

	<ol style="list-style-type: none"> 1. TECHNOLOGY Lesson 06 - Editor’s Note - Review and Comment on another student article (20 points) 2. INFORMATION Lesson 01 - Editor’s Note 3. INFORMATION Lesson 02 - Information Introduction (37 points). Topics & Activities in this Lesson: CARS Checklist; Digital Literacy: “Four Habits and a Move” Video Series; Fast & Slow Thinking; Privacy & Ownership; NIC Global Trends 4. INFORMATION Lesson 03 - Media and Social Networking (78 points). Topics & Activities in this Lesson: News, Information Bubbles, & Fake News; Spotlight Case: Social Media & Democracy; Other Social Media Applications <p>Wed July 21:</p> <ol style="list-style-type: none"> 1. INFORMATION Lesson 04 - Access and Education (43 points). Topics & Activities in this Lesson: Digital Divide; Education; Censorship 2. INFORMATION Lesson 05 - Information Magazine Article (120 points) 3. INFORMATION FlipGrid What You Learned Video Due link TBD <p>Thurs July 22:</p> <ol style="list-style-type: none"> 1. INFORMATION Lesson 06 - Editor’s Note - Review and Comment on another student article (20 points) 2. ECONOMIES Lesson 01 - Editor’s Note 3. ECONOMIES Lesson 02 - Economies Introduction (50 points). Topics & Activities in this Lesson: Check-in & Reminders: Study Strategies and Accessing Links in the Course; Globalization: Definition, Costs and Benefits, Supply Chain; Creativity, Innovation, Automation, and Technology; NIC Global Trends <p>Fri July 23:</p> <ol style="list-style-type: none"> 1. ECONOMIES Lesson 03 - Key Players (73 points). Topics & Activities in this Lesson: Governments; Multinational Corporations (MNCs); People; Spotlight Case: Fast Fashion
<p>Week 5 July 26 - July 30</p>	<p>Mon July 26:</p> <ol style="list-style-type: none"> 1. ECONOMIES Lesson 04 - Crises (36 points). Topics & Activities in this Lesson: Causes; Aftermath 2. ECONOMIES Lesson 05 - Poverty and Inequality (53 points). Topics & Activities in this Lesson: Measuring Poverty & Inequality; Impact of Being Poor; Solutions & Cautionary Tales

	<p>Tues July 27:</p> <ol style="list-style-type: none"> ECONOMIES Lesson 06 - Economies Magazine Article (120 points): Sample Economies Article: Tunisia ECONOMIES FlipGrid What You Learned Video Due link TBD <p>Wed July 28:</p> <ol style="list-style-type: none"> ECONOMIES Lesson 07 - Editor’s Note - Review and Comment on another student article (20 points) CONFLICT Lesson 01 - Editor’s Note CONFLICT Lesson 02 - Conflict Introduction (39 points). Topics & Activities in this Lesson: Defining Conflict: Nonviolent and Violent; Measuring Armed Conflict Over Time: Frequency and Intensity; Changing Nature of Conflict; NIC Global Trends <p>Thurs July 29:</p> <ol style="list-style-type: none"> CONFLICT Lesson 03 - Why We Fight (91 points). Topics & Activities in this Lesson: Deciding to Fight; Causes of Conflict; Cases: Syria, Israel & Palestine, South Sudan, Rise of ISIS/ISIL, China Sea <p>Fri July 20:</p> <ol style="list-style-type: none"> CONFLICT Lesson 04 - How We Fight (72 points). Topics & Activities in this Lesson: Violence Against Civilians; WMDs; Cyberwarfare & AI; After War
<p>Week 6</p> <p>Aug 2 - Aug 6</p>	<p>Mon Aug 2:</p> <ol style="list-style-type: none"> CONFLICT Lesson 05 - Conflict Magazine Article (120 points) CONFLICT FlipGrid What You Learned Video Due link TBD <p>Tues Aug 3:</p> <ol style="list-style-type: none"> CONFLICT Lesson 06 - Editor’s Note - Review and Comment on another student article (20 points) GOVERNANCE Lesson 01 - Editor’s Note GOVERNANCE Lesson 02 - Governance Introduction (47 points). Topics & Activities in this Lesson: Government in Your Life: Politics, Trust, and Street Level Bureaucrats; Governance and Global Challenges; Principles of Governance: Decision Making in Government, Stakeholders, & Expertise; NIC Global Trends <p>Wed Aug 4:</p> <ol style="list-style-type: none"> GOVERNANCE Lesson 03 - Countries and Citizens (49 points). Topics & Activities in this Lesson: Democracy in Crisis; Human Rights; Women in Power GOVERNANCE Lesson 04 - Global Governance (60 points). Topics &

	<p>Activities in this Lesson: Multilateralism; Global Public Goods; Civil Society; Spotlight Case: Paris Agreement</p> <p>Thurs Aug 5:</p> <ol style="list-style-type: none"> GOVERNANCE Lesson 05 - Governance Magazine Article (120 points) GOVERNANCE FlipGrid What You Learned Video Due link TBD <p>Fri Aug 6:</p> <ol style="list-style-type: none"> GOVERNANCE Lesson 06 - Editor’s Note - Review and Comment on another student article (20 points) CITIZENSHIP & SUMMARY Lesson 01 - Editor’s Note CITIZENSHIP & SUMMARY Lesson 02 - Introduction (61 points). Topics & Activities in this Lesson: Factfulness; Critical Thinking & Global Literacy Check; What You Care about: Issues; Shaping the Future: Goals, Targets, Outcomes; What You Care about: Values; NIC Global Trends
<p>Week 7</p> <p>Aug 9 - Aug 10</p>	<p>Mon Aug 9:</p> <ol style="list-style-type: none"> CITIZENSHIP & SUMMARY Lesson 03 - Enacting Change (53 points). Topics & Activities in this Lesson: Overview of Change; Civic and Political Engagement (Tufts CIRCLE Engagement Survey); Activism, Protests, and Slacktivism; Spotlight Case: Protests in the U.S.; Community Involvement CITIZENSHIP & SUMMARY Lesson 04 - Citizenship Magazine Article (120 points) <ol style="list-style-type: none"> Sample Citizenship Article: Libya comparing their country to India Sample Citizenship Article: Sri Lanka comparing their country to Brazil Sample Citizenship Article: Russia comparing their country to India Course evaluations due (see the link in your email!) <p>Tues Aug 10:</p> <ol style="list-style-type: none"> CITIZENSHIP & SUMMARY Lesson 05 - Editor’s Note - Review and Comment on another student article (20 points) CITIZENSHIP & SUMMARY FlipGrid What You Learned Video Due link TBD Qualtrics Feedback Survey Due (link in email) <p>Fri Aug 13: Makeup deadline: all outstanding assignments are due!</p> <p>Monday August 16th: Final Course Grades Posted</p>

Expectations for Remote/Online Learning

Your participation in course learning including discussion and activities is extremely important for you and your peers. Here are some ground rules:

- **Be prepared for class.** Complete assigned readings, self-study activities, and other tasks as indicated in the syllabus. Check in to our course in Blackboard several times a week and stick to the schedule as close as possible.
- **Be engaged.** Learning is not a spectator sport. This course requires your active participation. Participation is crucial to your success. The more engaged you are in the learning process, the more you will get out of this course. Active participation includes participation in online discussions, group exercises, and demonstrating your best effort in formal and informal assignments. Attendance is observed as online participation and is considered in the calculation of a student's final grade. Faculty may issue a failing grade for lack of online presence in this course.
- **Respect others. And learn how to debate and engage in critical discourse.** Our class sessions and assignments are safe places to explore issues related to Global Challenges. We will consider the impact of these trends on everyone, including people from backgrounds other than your own. To maintain a safe place for exploring multiple perspectives, respect for fellow students is mandatory, especially if you disagree. Respectful and engaged participation is expected. Stockton University promotes inclusive student success. As a learning community, students are expected to contribute to an atmosphere that is safe, respectful, and open to diverse perspectives. We will show courtesy, civility, and respect for each other. Comments that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable. Disrespectful language, behaviors, or attitudes reflecting incivility may result in faculty removing the disruptive student's access to the course and taking other appropriate actions in alignment with University procedures and policies. However, I want to remind
- **Student feedback.** You will be asked to provide ongoing feedback about your experience in this course. Your feedback is very important and appreciated.
- **Have fun!** This course explores trends that will impact all of us, for better or for worse. There is a lot to learn in this class and much more to learn throughout your career. Learning is a lifelong process. Make the most of it and have fun!

Go Global (<https://stockton.edu/goglobal/>) at Stockton University is a free 6-week online class for incoming first-year students that is taught over the summer to approximately 100 students. This course utilizes the [AASCU & InSpark Global Challenges Curriculum](#), which relies on the Council of Foreign Relations (CFR) as one of several open educational resources (OERs). Specifically, the digital curriculum relies heavily on CFR World 101 modules and videos, Backgrounders, Timelines, and Interactives to provide students with up-to-date information and different perspectives on key questions and issues in global challenges. For example, the World 101 Global Health module is included in the chapters on “Population”. The chapter on “Economies” includes the World101 Globalization module, World101 Monetary Policy module, and several CFR blog posts and Backgrounders (e.g., [The UAE purchase of American port facilities](#)). The “Governance” chapter includes the [CFR Global Governance Monitor](#). Finally, the “Conflict” chapter includes sections of World 101 modules on Conflict and Terrorism, Backgrounders, Timelines (e.g., ["Leaders Facing Justice"](#)), and Model Diplomacy videos such as “Sovereignty's Role in International Relations”.

Here is a complete list of all of the CFR resources used in this course:

Chapter 2 Population:

- World101 Global Health: [Global Health Then and Now](#)
- World101 Global Health: Video [“Diabetes: One of Mexico's Top Killers | World101”](#)
- [World101 Global Health Module: The Changing Response to AIDS](#)

Chapter 6 Economies:

- World101 Globalization Video [“Globalization Explained”](#)
- World101 Globalization Module on [Trains, Planes, and Shipping Containers](#)
- World101 Globalization Video [“How Globalization Got Us More Avocados”](#)
- World101 Globalization Module [Big in China: Globalization and International Cinema](#)
- CFR Backgrounder on ["The UAE purchase of American port facilities"](#)
- CFR World101 Monetary Policy Module [“The Global Consequences of Financial Contagion”](#)
- [“Mapping Capital Flows Into the U.S. Over the Last Thirty Years”](#) (CFR blog)

Chapter 7 Conflict:

- CFR World101 Conflict video [“How is Conflict Changing?”](#)
- CFR backgrounder on [“Who's Who in Syria”](#)
- CFR World101 Terrorism video [“What is Terrorism”](#)
- CFR Backgrounder on [“What Is the Status of the Iran Nuclear Agreement?”](#)
- ["The UN Secretary-General's Call for Regulating Cyberwar Raises More Questions Than Answers"](#) (CFR blog)
- CFR Timeline ["Leaders Facing Justice"](#)

Chapter 8 Governance:

- [CFR Global Governance Monitor](#)

World101
From the Council on Foreign Relations



AASCU
Delivering America's Promise

UPPER-LEVEL COURSES TOOLKIT

Upper-Level Courses Toolkit

PSC 352: International Security *Western Carolina University*

PSC 352 is an international security course offered at Western Carolina University that examines international security from several different perspectives. Through this course, students will explore international relations theories and then dig into the Standard Security Model. World101 modules, 2020 Munich Security Conference videos, and the course's textbook are used as resources for students throughout the course.

International Security: PSC 352 Spring 2021

Niall Michelsen, PhD

Stillwell 344 (Remote this semester)

michelsen@email.wcu.edu Phone 227-3336

Class Time: One Zoom meeting per week, otherwise delivered asynchronously.

Zoom Office Hours: Monday 1 - 2; Tuesday 3 - 4; Thursday 12 – 1 and by appointment

Anyone who follows world events knows full well that issues of security abound in today's world. On the day of this writing here are some of the Top Stories on the World section of the CNN website: *US accuses China of 'genocide' of Uyghurs and minority groups in Xinjiang; 3 dead, several injured in Madrid as explosion rocks Spanish capital; Afghanistan foils ISIS plan to assassinate the top US envoy to Kabul.* Another day or another website would likely list a different litany of international hotspots. If bored or doubtful, check out the International Crisis Group website: <http://www.crisisgroup.org/>

This course seeks to examine the subject matter from several different perspectives. To help in this effort the course materials are mainly going to come from three very different sources.

- Course textbook Security Studies: An Introduction. This book, as is common in university courses, is written by academic scholars trained in the study of the field. It is an edited book and the chapters are on average around 15 pages long.
- World101 learning modules created by the Council on Foreign Relations. That esteemed institution has created these modules for college students and they contain some elementary elements and some advanced elements and they are updated as events impact the topic. Some of their modules that we will discuss are brand new (their COVID-19) module was just launched a month or two ago.
- 2020 Munich Security Conference videos. That conference brought together major political leaders and policy-makers from around the world to discuss many dimensions of international security. It is very clearly and unabashedly focused on the Transatlantic security relationship. But their sessions often have presentations by leaders from other parts of the world as well.

The course is organized into 7 modules. Most of the modules will be two weeks in length and will include a mix of text chapters, World101 modules, and videos from the Munich Conference. Each of these will probably take about 60 - 90 minutes. That and the one Zoom class per week will represent your normal time requirements. For each module there is also a Discussion Board assignment for you to complete. In addition, there will be a mid-term exam, a final exam, and a term paper. Look for detailed information about these assignments in the PSC 352 Course Assignments document in the Capture the Flag module.

In this course we will examine security along many different dimensions. We will approach this in the Levels of Analysis method. We will begin by looking at the national (or state) security

level. Then we will move to the regional level wherein we will focus on regional security situations and arrangements. Next, we will focus on human security. Finally, we will look at nuclear security and then global security. We will not worry (unless current events require us) about attacks from outer space, but how about climate change, or nuclear warfare? Yes, we will worry about them.

We will begin by reviewing three major international relations theories: realism; liberalism, and constructivism. Then we will dig deeper into what I will call the Standard Security Model. It is commonly employed by Realists and has itself a number of variants with which we will become familiar.

Learning objectives:

1. Understand the reason states are concerned about their security.
2. Understand the sources of state insecurity.
3. Recognize the traditional means by which states pursue security.
4. Understand how the search for security can generate unintended consequences.
5. Understand the security concerns of non-state actors.
6. Understand the theoretical critiques to traditional approaches to security.
7. Appreciate how the pursuit of peace is different from security.
8. Recognize how technology and global trends are changing the nature of security.
9. Identify the interests at stake in a specific security situation.
10. Recognize the ways that mutual security and/or insecurity interact with different actors.

Course Assignments:

Attendance and Participation: (10 Points)

Every Zoom class: Bring to the Zoom meeting a hard copy of two important or interesting points from that week's course materials, and one written question that is worthy of discussion and that is derived from the assigned readings. I would advise that you bring a notebook of some sort that contains your questions (and whatever notes you make).

Discussion Boards: (20 Points)

For each module there is a discussion board prompt. Thorough and thoughtful posts are expected.

Seminar Paper – Descriptive and Analytical: (30 Points) Due Friday May 2.

First, gain my approval for the contemporary security issue that you are going to analyze.

Second, decide on the level of analysis you want to focus your paper researching. **Third,** consider which of the concepts and themes from the course that you will use to organize and conduct your analysis. Below is a very short list, there will be many more to come, of some of the more likely candidates for you to employ. If you intend to use a concept that is not listed below, check with me first.

- Soft vs. Hard Power

- Cooperation under the security dilemma
- Deterrence vs. Spiral model
- Alliance dynamics: fear of abandonment; fear of entrapment
- Polarity; balances of power; power transitions
- Responsibility to Protect (R2P)
- UN or regional peacekeeping
- Technological imperative

Your research should draw primarily on articles/books written by academic scholars. You may, and probably should, use official sources for some of the factual materials, but do NOT rely on these when conducting your research. In most cases, academic scholars have written about your particular case or about something very similar to your case. They should be your guide in writing this paper.

Writing Assignment Formatting:

Margins – 1 inch on all four sides, with the left margin justified.

Double-space the text; single space footnotes/endnotes, and indented block quotes

12 Point Times New Roman

Page numbers, beginning with page 1

Indent paragraphs (do not leave extra spaces between paragraphs)

Bibliography: All sources used in the paper

Title Page: Title: Student 92#; Course; Date

Identify the formatting style that you are using (APA; MLA; etc.).

Mid-term (due Friday February 28) (20 Points) Mainly essay and definitions with a problem to be solved.

Final exam (due Thursday May 13) (20 Points). Mainly essay and definitions with a problem to be solved.

Grades:

Attendance and Participation = 10

Discussion Boards = 20

Term Exam = 20

Seminar Paper = 30

Final Exam = 20

GRADING POLICIES

- Your final grade will be determined according to the following scale: 97 - 100%/A+, 93-96/A, 90-92/A-, 87-89/B+, 84-86/B, 80-83/B-, 77-79/C+, 74-76/C, 70-73/C-, 67-69/D+, 64-66/D, 60-63/D-, and 59 and below/F.

Late Assignments/Exams: Warning!! Deadlines and Due Dates are important and there will be heavy penalties when your work is late. I will accept late work up to 48 hours (two days) after an assignment is due, but I will deduct 10 points off of your assignment grade as a late penalty. The 48 hours begins at the end of class on the day the assignment was due. After that 48-hour period is over, I will **not** accept your late assignment, and you will receive a zero.

I am willing to grant extensions on assignments under certain circumstances, but you must come and speak to me BEFORE the assignment is due. Do not approach me after the due date and ask for an extension because I will not grant you one. **Communication is key here – please contact me BEFORE you have issues turning in an assignment, not after.** As for exams, make-up exams will only be given in extreme circumstances. If you must miss an exam for ANY reason (including illness), you need to notify me *in advance* of the exam, and you must provide documentation describing the reason for your absence. If these two conditions are not met, no make-up exam will be granted.

Course Schedule

Dates	Readings	World101	Munich 2020	Discussion Board	Module #
1/25 – 1/31	Syllabus			1/25 – 1/31	1 Intro
2/1 – 2/7	Chapter 1	Building Blocks	What we are defending	2/1 – 2/7	2 Theories
2/8 – 2/14	Chapters 2-3	Global Governance			2 Theories
2/15 – 2/21	Chapter 10	Conflict		2/15 – 2/21	3 National
2/22 – 2/28	Chapter 18		Multilateralism		3 National Mid-Term Due
3/1 – 3/7	Chapters 19-20	South & Central Asia; East Asia & the Pacific	Keeping it Pacific	3/1 – 3/7	4 Regional
3/8 – 3/14 Advising Day NO ZOOM					4 Regional
3/15 – 3/21	Chapters 15-16	Migration	Women	3/15 – 3/21	5 Human
3/22 – 3/28	Chapter 24		Food		5 Human
3/29 – 4/4 Easter	Chapter 22	Nuclear Proliferation	Arms Control	3/29 – 4/4	6 Nuclear

4/5 – 4/11 Easter NO ZOOM					6 Nuclear
4/12 – 4/18	Chapter 35	Climate Change	Climate	4/12 – 4/18	7 Environment
4/19 – 4/25	Chapter 36	Covid-19; Global Health			7 Health
4/26 -5/2	Chapter 37	Cyber Space	Democracy		7 Cyber
5/3 – 5/7					Review

Upper-Level Courses Toolkit

GLS 200: Introduction to Global Issues
SUNY Oswego

This course's syllabus is designed to introduce students to various points of view on contemporary international issues. Over the course of the semester, students will look at the global order by examining historical, cultural, economic, and political aspects of globalization through a critical lens. World101's Global Era Issues unit is used alongside the New York Times' World Section as resources throughout the course.

GLS 200: Introduction to Global Issues

Fall 2020 (modified sample syllabus with personal and identifying information removed)

Dr. Joshua McKeown

SUNY Oswego

Course Description

This course is designed to introduce students to various points of view on contemporary international issues. Global & International Studies is a multidisciplinary field that examines the global order. Over the course of this semester we will look at the global order by examining historical, cultural, economic, and political aspects of globalization through a critical lens.

Course Communications I use both Blackboard and in-class to make important announcements.

Learning Outcomes

By the end of this course, students should be able to:

- Understand what is globalization and different points of view about it
- Identify and evaluate the causes, consequences, and interconnections of globalization
- Understand the structures of the global order, and analyze current global events in context
- Demonstrate critical thinking about international issues

Required Content

1. We will use the Council on Foreign Relations (CFR) World101 online resource: <https://world101.cfr.org/global-era-issues> There is no cost for this site. There is no textbook for this course.
2. We will read and follow the *The New York Times* (*World* section only). You can sign up with your Oswego ID for \$1 per week: www.nytimes.com/subscription/education/student

Grading

Midterm Exam:	30%	
Comprehensive Exam:	30%	(3 parts: Presentation, exam, research paper)
Current events quizzes:	15%	
In-class writings / quizzes:	15%	
Participation:	10%	

Current events quizzes: we will have regular short quizzes on current events drawn from *The New York Times* international coverage in the *World* section. These quizzes will be graded.

In-class quizzes and writings: we will have regular in-class quizzes and writing exercises based on course topics from the World101 modules, class presentations, and discussions. These quizzes and writings will be graded. You may use your notes. Stay up to date on your reading.

Missed assignments, exams, and late work: (removed)

INTELLECTUAL INTEGRITY

As noted by the Committee on Intellectual Integrity, "Intellectual integrity on the part of all

students is basic to individual growth and development through college course work. When academic dishonesty occurs, the teaching/learning climate is seriously undermined and student growth and development are impeded." With this in mind, you're expected to be(come) familiar with the College Policy on Intellectual Integrity. Your submission of written work for this class will be taken as your formal indication that you fully understand this policy, including relevant definitions and consequences of academic dishonesty.

Plagiarized work will receive a zero or E grade and may result in a failing grade for the course.

CAMPUS RESOURCES

There are many resources on campus to help you to succeed in this class.

Office Hours

I hold office hours every week except when you are notified. Please feel free to come by to talk about the class, your assignments, or if you want to further understand a concept. Appointments made in advance are preferred. Contact me in advance to meet outside of office hours.

Class Discussions

We will have discussions every class meeting. This is a time for you to bring up questions about current events, talk about the readings, etc. Use this time to develop, define, and refine your knowledge and your own informed arguments. I will also ask you questions about the course material and current events. This is how you earn your participation grade.

Writing Center

The Writing Center, located in Penfield Library offers free writing help in any course. They have a drop-in schedule but it's best to make an appointment at

Penfield Library

In addition to the World101 resources, the library has 'Research Guides by Subject' (good ones for this class include: "Global and International Studies," "Environment and Sustainability," and "Political Science.") Penfield also has journals, databases, tutorials, map references, handouts, and reference librarians to assist you.

Accessibility Resources

(removed)

Clery Act/Title IX Reporting Statement

(removed)

Non-Discrimination Policy

(removed)

Student Conduct

(removed)

COURSE SCHEDULE

1. Some class meeting dates and assignment dates may change, consult Blackboard and in-class announcements for updates;

2. Some class sessions may be held outside our regular classroom. These are required and your attendance will be taken;
3. Class sessions may be held online with advance notice.

Week 1	Introduction & Understanding Global Events in Context
Mon 8/24 (class 1)	<ol style="list-style-type: none"> 1. Introduction to the course 2. Review of the syllabus and what to expect this fall semester 2020
Wed 8/26 (2)	<ol style="list-style-type: none"> 1. Reading assignment: before coming to class, start accessing your <i>New York Times</i> subscription online. <u>Note</u>: the <i>Times</i> free access is limited; you can use it for a while for free but eventually you have to subscribe 2. Discussion of current events and preparation for next week's current events quiz by analyzing <i>The New York Times</i> in class
Week 2	Understanding Global Events in Context
Mon 8/31 (3)	<p><u>Reading assignment</u>: for this class, search and read as much as you can from <i>The New York Times</i> about these topics: 1) Renaissance Dam, 2) nine-dash line, 3) Rohingya refugees. Check syllabus in Blackboard for easy links to these videos below.</p> <p><u>Renaissance Dam</u> – useful to introduce and help understand international borders, shared natural resources, international law, and cultural identity and interests. As you start to read the New York Times about it, ask yourself these questions:</p> <ul style="list-style-type: none"> • What is the Renaissance Dam, where is it, and what are the issues? • What countries are mentioned and what is the potential conflict? • These YouTube videos should help your understanding: <p>https://www.youtube.com/watch?v=WSdYyYqsljw https://www.youtube.com/watch?v=yYaYCKlXCik</p> <p><u>Nine-dash line in the South China Sea</u> – useful to help understand international recognition, sovereignty, global trade and economic interests, great power conflict, and role of international organizations. Ask yourself:</p> <ul style="list-style-type: none"> • What is the “nine-dash line”? Why is it important? Who benefits from it? • What does China base its claims on? What do its neighbors think about it? <p>https://www.youtube.com/watch?v=8eqtl0ym1p8 https://www.youtube.com/watch?v=FOpkTdUv4zU</p> <p><u>Rohingya refugees</u>- useful to help understand issues of culture and nationalism, ethnic cleansing, international media/technology, universal human rights, and colonial legacies. As you read about it, ask yourself:</p> <ul style="list-style-type: none"> • Who are the Rohingya people and what has happened to them? • What countries are involved in this issue? What makes it a global studies issue, not just a national one? <p>https://www.youtube.com/watch?v=KT7QUzJg0aM https://www.youtube.com/watch?v=04axDDRvy_o</p>

Wed 9/2 (4)	<ol style="list-style-type: none"> 1. Introduction to group projects and research topics 2. Discussion of reading and current events 3. Review of current events reading in <i>The New York Times</i>. At the end of the class we will have your <u>first graded current events quiz</u> on the above 3 topics; refer to the discussion questions cited above (the YouTube videos should help).
Week 3	GLS Resources and Penfield Library Research
Mon 9/7 (5)	Introduction to GLS 200 research resources and group assignments. <u>Class meeting will be held on Zoom, information TBA.</u> Your group's research topic and the other members of your group will be posted in Blackboard. Use Penfield Library research tools to begin researching your topic.
Wed 9/9 (6)	<ol style="list-style-type: none"> 1. Complete the first World101 module: Globalization https://world101.cfr.org/global-era-issues/globalization 2. Discussion of World101 module and current events 3. In-class writing / quiz
Week 4	People, Technology, and Planet Earth
Mon 9/14 (7)	<ol style="list-style-type: none"> 1. This week's World101 module: Climate Change 2. Discussion of World101 module and current events 3. Current events quiz drawn from this week's <i>New York Times</i>
Wed 9/16 (8)	<ol style="list-style-type: none"> 1. Complete the World101 module on Climate Change 2. In-class writing / quiz
Week 5	People, Technology, and Planet Earth continued
Mon 9/21 (9)	<ol style="list-style-type: none"> 1. This week's World101 module: Migration 2. Discussion of World101 module and current events 3. In-class quiz/writing
Wed 9/23 (10)	<ol style="list-style-type: none"> 1. Conclude this week's World101 module: Migration 2. Current events quiz from <i>The New York Times</i> 3. Discussion of reading and current events
Week 6	War, Peace, and Security
Mon 9/28 (11)	<ol style="list-style-type: none"> 1. This week's World101 module: Cyberspace and Cybersecurity 2. Map quiz 3. Discussion of reading and current events
----- Wed 9/30 (12)	<p>-----</p> <ol style="list-style-type: none"> 1. Conclude review of World101: Cyberspace and Cybersecurity 2. Current events quiz
Week 7	War, Peace, and Security continued
Mon 10/5 (13)	<ol style="list-style-type: none"> 1. This week's World101 modules: Nuclear Proliferation and Terrorism 2. Discussion of reading and current events 3. In-class quiz/writing
Wed 10/7 (14)	<ol style="list-style-type: none"> 1. Continue review of World101: Nuclear Proliferation and Terrorism 2. Discussion of reading and current events 3. Current events quiz
Week 8	Mid-term Exam

Mon 10/12 (15)	1. Conclude World101: Nuclear Proliferation and Terrorism 2. Prepare for mid-term exam
Wed 10/14 (16)	1. Midterm blue book exam in-class 2. Questions, short paragraph writings, and essay
Week 9	The Global Economy
Mon 10/19 (17)	1. This week's World101 module: Trade 2. Discussion of reading and current events 3. Current events quiz
Wed 10/21 (18)	1. Conclude this week's World101 module: Trade 2. Discussion of reading and current events 3. <u>In-class quiz / writing</u>
Week 10	The Global Economy continued
Mon 10/26 (19)	1. This week's World101 module: Monetary Policy and Currencies 2. Discussion of reading and current events 3. Current events quiz
Wed 10/28 (20)	1. Conclude this week's World101 module: Monetary Policy and Currencies 2. In-class quiz / writing 3. Discussion of reading and current events
Week 11	Economic Development
Mon 11/2 (21)	1. This week's World101 module: Development 2. Current events quiz 3. Discussion of reading and current events
Wed 11/4 (22)	1. Conclude this week's World101 module: Development 2. In-class quiz / writing 3. Discussion of reading and current events
Week 12	Global Health and COVID-19
Mon 11/9 (23)	1. This week's World101 modules: Global Health and COVID-19 2. Current events quiz 3. Discussion of reading and current events
Wed 11/11 (24)	1. Conclude this week's World101 modules: Global Health and COVID-19 2. In-class quiz / writing 3. Discussion of reading and current events
Week 13	Oral Presentations
Mon 11/16 (25)	Groups 1, 2, 3, and 4. Maximum of 15 minutes per presentation, plus time for question and answer (Q & A).
Wed 11/18 (26)	- Groups 5, 6, and 7. Maximum of 15 minutes per presentation, plus time for Q & A. - Comprehensive Exam review
Week 14	Comprehensive Exam
Mon 11/23 (27)	GLS 200 film selection: <u>Clothes to Die For</u> We will watch this film during class time. This film encapsulates multiple issues we have discussed in class, including: global trade, economic development, human rights, and trans-national corporations
Wed 11/25 (28)	Comprehensive Exam

Upper-Level Courses Toolkit

Terrorism: World101 in a University-Level Terrorism Course *Northern Arizona University*

This course follows a seminar structure to enable students to engage in discussions about global terrorism. Additionally, outside of the classroom, students watch/respond to several videos about terrorism and complete/present a research project based on one case of genocide or terrorism. World101's Terrorism Module is used alongside other educational resources throughout the course.

Sample Assignments for Upper-Level class on Terrorism.

World101 terrorism module: <https://world101.cfr.org/global-era-issues/terrorism>

To use the supplemental readings:

Weekly Précis

Most Thursdays we will run the course in seminar format (pure discussion-based), covering the topics introduced on Tuesday. In order for the seminar format to work, students must come having read the material and ready to discuss the readings. This is why I ask that you come with a prepared précis for the week.

Your précis should be organized according to the following format:

Name:

Bibliographic citation of reading(s) or name of the video:

Purpose: In this section explain *why* the author(s) wrote the piece(s)/what the video is trying to convey. What is the purpose of the piece(s)? What is the author(s) trying to achieve in this work?

Method: What method does the author(s) use to achieve his/her purpose? (Note: Think back to your POS 303 or methods course. What sort of method does the author employ? Experiment, Description, Content Analysis, Case study, other? And where does the author get his/her data?)

Findings: What are the major findings of the piece(s)?

Evaluation: What did you think about this work? What are the major strengths and weaknesses of the piece(s) as you see them? Do you find any connections between this piece and others we have read? Connections to the lecture? Connections to material from other courses? Any contradictions?

Your précis should be 1-1.5 pages, single-spaced, 12 point font, with one inch margins. The findings and evaluations should comprise the bulk of your work. As there are several readings required for each week, your précis should provide a *synthesis* of the works rather than be a book review of each piece.

To be used with videos as well as other supplementals on terrorism:

Video Responses

You are required to watch several videos outside of class. Part of the reason I have you watch these outside of class is that many of them are difficult to watch. You are required to submit a discussion posting for these videos (dates shown in syllabus). Postings are due by 5pm on Friday of the week they are assigned. In the posting you should do several things:

1. Provide a one paragraph summary of the video

2. Provide a discussion of connections between the video and themes/concepts discussed in class, class readings, précis or other classes you have taken
3. Provide an evaluation of the video. What did you think about it? How did it make you feel? Was this new information or were you learning about this for the first time?

Video Postings should be 3-5 paragraphs long.

Research Project and Presentation

****NOTE, World101 materials will provide useful background for this assignment****

You will be required to prepare a research paper about one case of genocide or terrorism that is not a major unit in the class. You must have your case approved by email by XXXXX. If you do not have your case approved, you will lose 10% off of your final project grade. The paper should be between 25-45 pages double-spaced, 1 inch margins, 12 point Times New Roman font and be based on at least 15-30 sources. The paper should include the following sections (although it need not be limited to the following sections): Introduction, Historical and Political Background, Analysis of Elements of Gender including evidence you use to bear on your case, Conclusion, and Literature Cited. You may include tables, charts, graphs and pictures in your written project, although these should not comprise more than 3 total pages of your project.

Page limits by group size: 1 person (25 pages; 15 academic sources)

2 people (35 pages; 20-25 academic sources)

3-4 people (45 pages; 25-30 academic sources)

No more than 4 people may be in a group.

I am looking to see how well you integrate the skills you have gained as a student in the Department of Politics and International Affairs. (See Learning Objectives for these specific skills).

In addition, you will prepare a 10-20 minute presentation about the case. Groups of 1 will present for 10 minutes; groups of 2 for 15 minutes and groups of 3-4 for 20 minutes. Students may complete this assignment individually or in groups of up to 4 people.

Upper-Level Courses Toolkit

PSYC 3040: Social Psychology *Gordon State University*

This set of asynchronous discussion post assignments are focused on topics within the field of social psychology. These topics include mental health literacy, social self, and groups/leadership. Through these assignments, students will gain the ability to think critically, ask questions, challenge assumptions, and they will be able to apply course content to their everyday lives. Students are required to write between 150 and 200 words per discussion post depending on the specific assignment.

PSYC 3040 Social Psychology - Asynchronous Discussions

Mental Health Literacy

STEP 1: Review of the research on mental health literacy from this article. Focus on those related to social cognition, person-situation interaction, social influence, self- versus other-concern, and cultural differences. [MHL Overview](#)

In a discussion post of at least 200 words, demonstrate your understanding of concepts learned in this module by responding to the following prompts:

- Reflect on and summarize your understanding of mental health literacy from the perspective of social psychology. Use key terms from the digital textbook to demonstrate your understanding.
- How can the World101: Building Blocks module help us understand mental health from a more global perspective?

STEP 2: Comment on TWO other posts in at least 75 words. Extend the discussion by adding a substantial comment. Ask a question. Challenge their assumptions. Provide an alternative perspective. This is not a social media post; Saying that you agree or offering a comment will not count toward your discussion grade. Your comments must be substantive.

Social Self

STEP 1: In a discussion post of at least 200 words, demonstrate your understanding of concepts learned in this module by responding to ONE of the following prompts:

- Consider some of your beliefs about the people you know. Were these beliefs formed through assimilation, accommodation, or a combination of both? To what degree do you think that your expectations now influence how you respond to these people?
- Give an example of a time when you may have committed one of the cognitive heuristics and biases discussed in this chapter. What factors (e.g., availability; salience) caused the error, and what was the outcome of your use of the shortcut or heuristic? What do you see as the general advantages and disadvantages of using this bias in your everyday life? Describe one possible strategy you could use to reduce the potentially harmful effects of this bias in your life.
- Different cognitive heuristics and biases often operate together to influence our social cognition in particular situations. Describe a situation where you feel that two or more biases were affecting your judgment. How did they interact? What combined effects on your social cognition did they have? Which of the heuristics and biases outlined in this chapter do you think might be particularly likely to happen together in social situations and why?
- Describe a situation where you feel that you may have misattributed the source of an emotional state you experienced. Who or what did you misattribute the arousal to and why? In hindsight, who or what do you think was the actual source of your arousal? With this knowledge, outline how the emotion you experienced at the time may have been different if you had made a correct source attribution.

- Describe a situation where you experienced a feeling of self-discrepancy between your actual and ideal selves. How well does self-affirmation theory help to explain how you responded to these feelings of discrepancy?

Use specific terminology from the digital textbook.

Incorporate your reflection from the World101: Regions of the World website. Consider how social cognition and our understanding of the self could be different in another area of the world.

STEP 2: Comment on TWO other posts in at least 75 words. Extend the discussion by adding a substantial comment. Ask a question. Challenge their assumptions. Provide an alternative perspective. This is not a social media post; Saying that you agree or offering a comment will not count toward your discussion grade. Your comments must be substantive.

Groups

STEP 1: In a discussion post of at least 200 words, demonstrate your understanding of concepts learned in this module by responding to ONE of the following prompts:

- Think about a group that you belong to now, which is very important to you. Identify one prescriptive and one proscriptive norm for this group. How do you think that these norms help the group to function effectively? What do you think would happen if a group member violated those norms?
- Describe a current social or political issue where you have seen groupthink in action. What features of groupthink outlined in this section were particularly evident? When in your own life have you been in a group situation where groupthink was evident? What decision was reached and what was the outcome for you?
- What advantages and challenges have you noticed when working in diverse groups? Based on the research outlined in this section, why do you think that some groups are better able to harness the benefits of diversity and to achieve higher performance?

Use specific terminology from the digital textbook.

Incorporate your reflection from the World101: Global Governance website. Consider how social psychology research on groups and leadership can be used to understand global governance.

STEP 2: Comment on TWO other posts in at least 75 words. Extend the discussion by adding a substantial comment. Ask a question. Challenge their assumptions. Provide an alternative perspective. This is not a social media post; Saying that you agree or offering a comment will not count toward your discussion grade. Your comments must be substantive.

Upper-Level Courses Toolkit

PSYC B380: Cultural Psychology – Applying Cultural Psychology in a Regional Context

University of South Carolina Beaufort

This assignment provides students with the opportunity to learn about people and society in three different regions of the world while applying topics within cultural psychology. Students will choose one specific region to further investigate, research a specific societal topic/issue within it, and then draft a “page” that they would add to the people and society submodule. Through this assignment, students will be able to improve their research, writing, and design skills.

Submitted by: Cindy J. Lahar, PhD, University of South Carolina Beaufort
Assignment: Applying Cultural Psychology in a Regional Context
Course: PSYC B380 CULTURAL PSYCHOLOGY

Goals of the assignment:

- To learn about people and society in at least 3 different regions of the world
- Identify a cultural psychology topic to explore in a particular region of the world.
- Investigate and research a specific societal topic/issue in one region of the world.
- Design, develop, write and submit a new “page” to add to the people and society submodule.
- To practice using digital images and expository writing to succinctly communicate your topic of choice.

Directions:

1. Go to *Modules* in WORLD101 from the Council on Foreign Relations (<https://world101.cfr.org/rotw>).
2. Select “Explore” > Select at least 3 regions that interests you > Read the “People & Society” submodule for each of your 3 regions. You should notice that each has about 10 or more “pages” that you will scroll through and read.
3. After you have read each, select a topic that you would like to explore further that is relevant to cultural psychology (e.g. psychological disorders, emotions, gender, marital relationships, etc.) and research that within only one region of the world (e.g. Europe, Sub-Saharan Africa, etc.) or in a specific country within a region.
4. Ultimately, you will create your own page on a topic of your choice that will resemble the ones provided in the “People & Society” submodule.

Requirements:

- Each student will submit one new “page” that resembles the pages in the “People and Society” submodules.
- All written work must be entirely your own and sufficiently paraphrased (i.e. no direct quotes) and should summarize your topic succinctly.
- Submissions must include a short, written description (175 to 250 words) that relates to the region (or country/ies) that is concise, engaging, and well-written.
- Submissions must include one carefully selected image or graph.
- Submissions must be in Microsoft Word, Powerpoint or PDF format.
- Include in-text citations and references to any sources (including the image) in APA format.
- Unlike the pages in “People and Society” you will include in-text citations and also a separate reference page.

60-character title: Applying Cultural Psychology in a Regional Context

Abstract (< 200 words): This assignment requires students to explore and apply course topics (cultural psychology) by creating a concise and engaging topic presentation resembling one of the “pages” from the People & Society modules at WORLD101.

Upper-Level Courses Toolkit

Global Learning Sample Upper-Level Course Assignments adapted from the International Cross-Cultural Experiential Learning Evaluation Toolkit

SUNY Cobleskill

This set of upper-level Global Learning assignments are adapted from the International Cross-Cultural Experiential Learning Evaluation Toolkit and are focused on two main categories, Cultural Worldview and Knowledge, and Cultural Dislocation and Global Context. The Cultural Worldview and Knowledge assignment is a scenario-based assignment in which students act as employees of the Rochester YMCA servicing Haiti leisure programs. The Cultural Dislocation and Global Context assignment is a writing assignment that addresses the topic of migration and discusses it within the context of the students' personal family histories. These assignments utilize World101's Americas People & Society module within Regions of the World and its Migration module within Global Era Issues.

Sample Upper-Level Assignments Adapted from [International Cross-Cultural Experiential Learning Evaluation Toolkit](#)

Cultural Worldview and Knowledge

This assignment addresses how one's own culture contributes to a view of other societies.

Assignment Scenario: Servicing Haiti Leisure Programs

You are employees of the Rochester YMCA, which is sending a team of volunteers to Port au Prince, Haiti for one week to provide recreational services and supplies to Haitian children, young adults, families, and seniors. The Rochester YMCA received a grant from Dick's Sporting Goods to fund this trip. As members of this volunteer team, you will develop a preparation plan that demonstrates to your funding source that you have adequately prepared for this cross-cultural experience and that the recreational services and supplies you will be delivering will be well-received by the Haitian people. This preparation plan should take into consideration cultural elements including (but not limited to): history, religion, gender, power relations, norms and values, time orientation, politics, and economic systems.

Note: The assignment requires a sophisticated understanding of Haiti to be able to propose a leisure program that will be "well-received by the Haitian people."

The World101 link below may be used as one resource when addressing the assignment.

<https://world101.cfr.org/rotw/americas/people-and-society#overview>

Cultural Dislocation and Global Context

This assignment addresses the topic of migration.

Among the main reasons explaining why it is so difficult to generalize about the causes and consequences of migration are the diversity and complexity of the phenomenon as well as the difficulty of separating migration from other socio-

economic and political processes. Moreover, it is often difficult to combine macro- and micro-level theories of migration. This challenge has led scholars to conclude that there will probably never be a general theory on migration. — Hein de Haas, 2008

This activity requires students to take personal family histories and examine how they reflect larger migration trends and socio-economic and political processes. Students can observe similarities as well as perspectives other than their own by reflecting on how the family histories might differ if the class had a more globally-representative make-up.

The essay to be submitted for this assignment should address such factors as challenging socio-economic conditions and political, ethnic or religious persecution policies which might generate to additional reasons for migrants to leave their homes.

The World101 module on Migration can serve as a useful resource for this assignment.

<https://world101.cfr.org/global-era-issues/migration/what-migration>

Susan Jagendorf-Sobierajski, Ph.D.
SUNY Cobleskill

TOOLKIT CONTRIBUTION: UPPER-LEVEL COURSES USING W101 (making W101 into W401)

Contributors

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General Pieces of Advice

This group focused on how to use World101 content in upper-level courses. We had several general pieces of advice, though we are happy to share more details and strategies, if you reach out individually.

- Schedule time to explore World101
- Get into the product before you use it so that you will know which supplemental material to provide (e.g. theoretical foundations of the perspectives put forward in the module)
- Acknowledge the US-centric view of the W101 product (ex. China trade policy); establishment of that thought is fine, but instructors need to be able to bring additional perspectives
- Determine what makes an upper-level course: Thinking in terms of content, use critical thinking and evaluating processes to use this W101 material as just the first step of a larger process.
- Sample strategies of what you'll see through this toolkit.
 - Alternative views, analyzing decisions they made in rhetoric and design capabilities of World101.
 - Consider role playing involving different perspectives on an issue, debates, scenarios (see activity guide in crossculturetoolkit.org for more options)
 - Synthesis, topics for debate: How Can I tweak it to bring it up to another level?
 - Have students generate World101-like modules that are specific to course outcomes
- Advice: World101 modules can be useful for students who are relatively new to upper-level international courses as well as those who are well-versed. The beginning students gain a base of knowledge and advanced students will get refresher materials and new materials

World101
From the Council on Foreign Relations



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CO-CURRICULAR ACTIVITIES TOOLKIT

Co-Curricular Activities Toolkit

Climate Change and Environmental Well-Being: It's All Connected!

University of South Carolina Beaufort

Environmental well-being is the ability to recognize one's personal responsibility for the environments surrounding them, and the understanding to make a positive impact on the quality of those environments, be it to one's home, community, or the planet. The goal of this particular activity is to support environmental well-being by helping students determine what parts of their life have the biggest impact on climate change and what changes they would be willing to make. This activity utilizes resources from World101's Climate Change module to guide discussion and understand their role in climate change.

Climate Change and Environmental Well-Being: It's all Connected!

Angela D. Simmons, Ed.D., University of South Carolina Beaufort

Goal:

At USCB we want all students to thrive at the university and beyond. We envision a campus where every student can achieve their full potential. To support our students, we take a holistic approach to well-being. When maintained properly, well-being helps students cope with adversity by building community, discovering meaningful connections, developing resilience and pursuing a life of purpose and meaning.

Environmental well-being is the ability to recognize one's personal responsibility for the environments surrounding them, and the understanding to make a positive impact on the quality of those environments, be it to one's home, community, or the planet. The goal of this particular activity is to support environmental well-being by helping students determine what parts of their life have the biggest impact on climate change and what changes they would be willing to make.

Activity:

In University 101 classes, students will discuss their personal responsibility to the environment and how their actions impact climate change. Before arriving in class, students will view *What is Climate Change and Who is Responsible for Climate Change in the World* 101 Climate Change module. Students will then engage in a discussion about actions we can take to reduce the risk of climate change and how their individual actions impact climate change. To understand more students will participate in a discussion about mitigation or adaptation and use the Cool Climate Calculator to understand their own role and talk about small steps they can make in their daily lives and on campus.

World101 Module:

Climate Change

Additional Resources:

Mitigation or Adaptation Card Sort - <https://scied.ucar.edu/activity/mitigation-or-adaptation>

Cool Climate Calculator - <https://coolclimate.berkeley.edu/calculator>

Co-Curricular Activities Toolkit

Global Citizenship to Life: Integrating World101, Sustainable Development Goals, & Bead & Proceed
Western Carolina University

In this lightning talk, global citizenship, and the components of it are discussed amongst participants. Modules from World101 (Development & Global Health) with the Bead & Proceed Program are discussed and transferable lessons learned are presented.

Global Citizenship to Life: Integrating World101, Sustainable Development Goals, & Bead & Proceed
Lane Perry, PhD, Executive Director of the Center for Community Engagement and Service Learning,
Western Carolina University

If libraries represent knowledge then the universities and communities that house them represent action. Knowledge in isolation of action misses the value of both and the synergies possible when combined. World101 is a “library of free multimedia resources that provide an immersive learning experience.” World101 seeks to bring accessible knowledge to learners in creative ways. In a similar vein, the United Nations 17 Sustainable Development Goals are the points of action, though for many, even these seemingly accessible SDG’s are just out of reach for those who seek to operationalize them. Bead & Proceed seeks to bring the SDG’s into the lives - and literally into the hands - of learners and in turn prepare them to take knowledge and apply it to “bead the change...” they wish to see in their worlds.

To me, global citizenship focuses on: (1) global awareness (understanding/appreciation of one’s self in the world and of world issues); (2) social responsibility (concern for others, for society at large/for the environment); and (3) civic engagement (active engagement with local, national, and global community issues) (Schattle, 2009).

In this lightning talk, modules from World101 (Development & Global Health) with the Bead & Proceed Program will be discussed and transferable lessons learned are presented.

Resources:

Bead & Proceed: <https://beadandproceed.com/>

Schattle, H. (2009). Global citizenship in theory and practice. In R. Lewin (Ed.), *The handbook of practice and research in study abroad: higher education and the quest for global citizenship* (pp. 3- 18). London: Routledge

Co-Curricular Activities Toolkit

Living With COVID: A Student Conversation

York College, City University of New York

"Living with COVID," a Zoom student event, was designed to engage students in mutually supportive discussions about personal experiences during the pandemic and foster discussion of international/interregional differences in sociopolitical approaches to the pandemic. In this event, students utilized World101's COVID-19 module, along with other resources, to discuss the impacts of COVID-19 locally and globally.

Living With COVID: A Student Conversation

Cynthia R. Haller, York College/City of New York

Goal:

“Living with COVID,” a Zoom student event, was designed to (1) engage students in mutually supportive discussions about personal experiences during the pandemic and (2) foster discussion of international/interregional differences in sociopolitical approaches to the pandemic.

Activity:

The activity, cosponsored with York’s Student Government Association and International Student Society, took place on Thursday, March 18, 12-2 pm. Student Government and the International Student Society, with input from York’s World101 liaisons and the World101 COVID module, devised a series of discussion questions for the event. Attendees included York College students, as well as several Gordon State College (GA) students. After an introductory full-group discussion to set the context, students were divided into breakout groups facilitated by student leaders. During a full-group debriefing at the end of the activity, York’s counseling director and two faculty members with expertise in transnational health care offered perspectives on mental and physical health issues related to the pandemic.

Observations/Results:

In all, 38 people attended the event. In the debriefing, students expressed appreciation of the opportunity to talk about their experiences and reflect on differences among countries’ and regions’ handling of the pandemic.

World101 Module:

Global Era Issues COVID-19

Additional Resources:

None

World101
From the Council on Foreign Relations



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STUDY ABROAD AND INTERNATIONAL ACTIVITIES TOOLKIT

Study Abroad and International Education Activities Toolkit Overview

**Different institutions took different approaches with study abroad in the 2020-2021 academic year as a result of COVID-19 and its impact on the ability to study abroad.*

CSU Monterrey Bay

- Participation in International Education Virtual Conference provided great insight into innovative ways to conceptualize virtual learning
- World101 activities have been announced to the Academic Senate
- Joined Global Network through SUNY
- Adding material to Teaching/Learning Assessment co-ops for COIL programs
 - COIL programs could ideally pay for adjuncts' courses if they participate
- Adding general information to internal newsletter
- Materials could be used in first year seminar (model)
- Plans to engage new freshmen in World101 materials (Fall)
- Planned advertising campaign and outreach

Southeast Missouri State University

- Embedding into (study abroad) preparation material for faculty-led courses
- Target is currently students in international business courses
- Students to be introduced to the content starting in Fall 2021
- Not at the curriculum planning stage yet

Baruch College

- Materials are perfect for a prep course, as getting engaged with this type of content earlier is a goal
- Ideally hope to replace the (study abroad) prep courses on campus with this material
- Currently the focus is on upper-division courses

Western Carolina University

- Currently using content in upper division courses (easier to onboard content to these courses)
- Goal of incorporating materials into undergraduate courses
- Goal of incorporating materials into pre-departure study abroad courses

Northern Arizona University

- Institution has a model where students study abroad in their 2nd and 4th year
- Faculty in the Center for International Education working on curriculum to include World101 content

Stockton University

- Education Abroad 101 sessions
- FLP resource
- Added World101 to the Stockton Global Learning Webpage

Study Abroad and International Activities Toolkit

Initiating Student Mobility Experiences Through Collaborative Online Intercultural Learning: Understanding COVID-19's Impact in the Global Era

California State University Monterey Bay

In this course at CSU Monterey Bay, students will participate in an icebreaker activity and submit four assignments— including a culminating one that focuses on the global and local, “glocal”, impacts of COVID-19. Students will be prepared to understand a global event through multiple lenses and consider proactive solutions to address problems after taking this course. World101's COVID-19 module, along with other sources, are utilized as resources to enhance students' understanding of the subject matter.

**Initiating Student Mobility Experiences through Collaborative Online
Intercultural Learning:**

World 101 topic - Understanding COVID-19's Impact in the Global Era



**Dr. Ondine Gage, Associate Professor of Education
California State University, Monterey Bay**

Initiating Student Mobility Experience through COIL



- Academic Senate Chair of International Programs
- CSU Monterey Bay joined the American College on Education's Internationalization lab 2017
- In heading our ad hoc committee overseeing Internationalization, the 10% Student Mobility Experience (SME) goal seemed a very low bar for building internationalization which targets students, faculty and staff.
- 65% of our students are transfer students, which makes planning for study abroad challenging.
- Began building a Collaborative Online Intercultural Learning (COIL) program 2 years ago which has been a "silver-lining" during the pandemic.
- Provides learning opportunities and collaborations for both faculty and students
- Over 250 students experienced COIL collaborations with students in France, Mexico, Japan, and Spain in the AY 2020-2021, while our IP were on hiatus due to the pandemic.

Understanding COVID-19's Impact in the Global Era

- Using the [World101 Materials for the Unit: Understanding COVID-19's Impact in the Global Era](#).
- Select materials because (1) International topic which has “glocal” impact, **Global and Local**, which students in 2 parts of the world may find commonalities.
- Meet with international faculty partner to share materials. International partners may need to scaffold concepts/language for their students. Choose the unit which has 6th grade social science content allows for content which is easily accessible to both local and global partnered students.
- Begin with ICE Breaker activity

ICEBREAKER: COVID-19's Impact on LOCAL

- **Preparation 1** - Build a collage of 5 photos reflecting your life under COVID-19
- **Activity 1** - Create a Flipgrid video post presenting your 5 photos
- **Post Activity 1** - Review videos of international partners and respond to 5 with fewer than 3 posts.

Assignment 2: How has life changed?

- Preparation: Prepare to meet partner by drafting a list of questions based on your thoughts regarding activity 1 and include questions about how life has changed? Did your family get the vaccine? How is your local community responding/reacting?
- Activity 2: Meet in Zoom room. Assign breakout room partners by pairing up students in advance using Zoom template feature. Students meet as a class and introduce themselves and then are sent to breakout rooms to interview their partners.
- Post-activity: Reflect on the similarities and differences of yours and partners' experiences.

Assignment 3: The same or different

- **Pre-activity 3:** Students read the World101 “The Challenge of COVID-19”. U.S. students read with a lens for predicting--*Which issues presented in the readings may be different in other countries?* International partners read with a lens for--*How is the information presented different for their country?*
- **Activity 3:** Students arrange a meeting with partners independent of the class in which they go through the materials together. U.S. students consider which points that they considered or didn't consider based on the partner's different cultural experience.
- **Post-activity 3:** Students reflect on their predictions. This work is foundation for culminating assignment.

Culminating Assignment

- Based on the information gathered, U.S. students draft an essay on what they learned about the similarities and differences of the pandemic on their own “local” community and the “global” community they learned about in their COIL exchange. Given what they have learned, how might local citizens organize proactively in ways which might avoid the challenges or difficulties faced during this pandemic. Draw on information gained from the unit and your partner’s perspective in addressing this issue.
- Learning Outcome: Students will be able to understand a global event through multiple lenses and consider proactive solutions to address problems.

Study Abroad and International Activities Toolkit

Study Abroad Resources

Stockton University

This resource outlines the ways in which Stockton University has incorporated World101 into its study abroad program. Stockton University has included World101 when discussing study abroad opportunities at its bi-weekly education abroad open-sessions/workshops and in mandatory pre-departure orientations. Additionally, World101 is highlighted on the university's Global Learning website. Students will be prepared to integrate what they have learned into their study abroad experiences and inherently become a better global citizen.

