

## Term Information

Effective Term Spring 2017  
*Previous Value* Spring 2014

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Add GE Category: Diversity-Global Studies

**What is the rationale for the proposed change(s)?**

Since its inception, this course has focused on global issues and addressed the goals and ELOs of this GE category. This change will bring the GE status in line with the content and focus of the course.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area Sociology  
Fiscal Unit/Academic Org Sociology - D0777  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3597.01  
Course Title World Problems in Global Context  
Transcript Abbreviation World Probs Global  
Course Description Sociological analysis of contemporary world societies - non-industrialized, industrializing, and industrialized - with special attention to major social institutions and patterns of social change.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered Greater or equal to 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

### **Prerequisites/Corequisites**

#### **Exclusions**

Not open to students with credit for 597.01.

## **Cross-Listings**

### **Cross-Listings**

## **Subject/CIP Code**

### **Subject/CIP Code**

45.1101

### **Subsidy Level**

Baccalaureate Course

### **Intended Rank**

Senior

## **Requirement/Elective Designation**

### **General Education course:**

Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new)

The course is an elective (for this or other units) or is a service course for other units

### ***Previous Value***

### ***General Education course:***

*Cross-Disciplinary Seminar (597 successors and new)*

*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Sociological analysis of contemporary world societies - non-industrialized, industrializing, and industrialized - with special attention to major social institutions and patterns of social change.
- Students understand the benefits and limitations of different disciplinary perspectives.
- Students understand the benefits of synthesizing multiple disciplinary perspectives.
- Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

**Content Topic List**

- Globalization
- Development
- Political regimes
- Human rights
- Foreign aid
- Conflict
- Natural resources
- Poverty
- Food & water security
- Health
- Environment
- Population - urbanization & migration
- Education
- Culture
- Religion
- Social Movements

**Attachments**

- GE Rationale SOC 3597 01x.docx: GE Rationale and Assessment  
*(GEC Course Assessment Plan. Owner: Williams,Kristi L.)*
- SOCIOL 3597 syllabus fall 2014.docx  
*(Syllabus. Owner: Williams,Kristi L.)*
- Official Sociology Crim Curriculum Map April 2016.xlsx: Curriculum Map  
*(Other Supporting Documentation. Owner: Williams,Kristi L.)*

**Comments**

- A heads-up: Neither the SBS Panel nor the full ASCC Committee meet over the summer. The division and the college will begin the vetting process for this request during AU16. *(by Haddad,Deborah Moore on 05/28/2016 04:15 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Williams,Kristi L.	05/27/2016 02:19 PM	Submitted for Approval
Approved	Williams,Kristi L.	05/27/2016 02:20 PM	Unit Approval
Approved	Haddad,Deborah Moore	05/28/2016 04:15 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	05/28/2016 04:15 PM	ASCCAO Approval

**Sociology 3597.01 - World Problems in Global Context**  
**Section 24531**  
**Tuesdays and Thursdays, 9:35 – 10:55 am**  
**Caldwell Lab room 0133**

Prof. Tim Bartley, Ph.D.

Office: Townshend Hall 219

Office Hours: Tues. and Thurs. 4:00-5:30

[bartley.83@osu.edu](mailto:bartley.83@osu.edu) ph: 614-688-1364

**Course Description**

This course examines social problems around the world and their relationship to globalization—that is, the increasing connectedness of social and economic life across borders. Global problems can often seem overwhelming, confusing, and disconnected from our daily lives, but this course seeks to clarify their links to personal experiences, both here and elsewhere. The course will also put particular global problems in the context of larger structures of global order (like states, markets, systems of governance, and gender hierarchies) and processes of social change over the past century.

We will take a global perspective and examine a wide array of problems in various parts of the world (e.g., Asia, Africa, South America, and North America), but we will also develop a more in-depth focus on a few key sites and a few key processes of globalization. Specifically, we will consider how systems of global production tie us as consumers to issues of labor rights, social justice, and environmental sustainability in other parts of the world. We will focus at several points on China and Southeast Asia to get a deeper understanding of some particular locations. In addition, you will be asked to choose a country that can serve as a focal point for your own inquiry throughout the semester. In addition to the required readings, you will be asked to learn a bit about that country, and you will perform some data analysis that situates that country in its larger context.

By the end of the semester, I hope you will have gained the following:

1. a clearer sense of your connection to individuals, communities, and environments in other parts of the world;
2. a deeper understanding of globalization, including its history, ideological foundations, and complex consequences;
3. substantive knowledge of the interplay of global production and social life in particular countries;
4. greater skill in understanding and evaluating complex written arguments;
5. some experience analyzing quantitative, cross-national data.

If you work hard in this course, you will not only learn about world problems, you will develop analytical skills that you can carry to future endeavors. On the other hand, if you are not willing to work hard and invest time in this course, you will find it very difficult to do well, and you will miss an opportunity to expand your horizons and skills.

This course also fulfills a General Education Cross-Disciplinary Seminar requirement, which means that the course also has the following goals and expected outcomes. Goals: Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors. Expected Learning Outcomes:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

We will seek to meet these goals and expected outcomes by considering perspectives on globalization, states, and markets from several disciplines (especially sociology and economics, with some political science, anthropology, and history present as well), by applying these perspectives to issues of labor rights, social justice, and sustainability, and by engaging in dialogue about these perspectives with other students in the class.

#### **<TO BE ADDED UPON GE-GLOBAL STUDIES APPROVAL>**

This course also fulfills a General Education Diversity-Global Studies requirement, which means that the course also has the following goals and expected outcomes. Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

We will seek to meet these goals and expected outcomes by considering perspectives on globalization, states, and markets from several disciplines (especially sociology and economics, with some political science, anthropology, and history present as well), by applying these perspectives to issues of labor rights, social justice, and sustainability, and by engaging in dialogue about these perspectives with other students in the class.

#### **Readings**

Two books are required and are available for purchase at the OSU Bookstore and elsewhere:

Timmerman, Kelsey. 2012. *Where am I Wearing: A Global Tour to the Countries, Factories, and People That Make Our Clothes*. Wiley (2<sup>nd</sup> edition)

Chang, Leslie T. 2009. *Factory Girls: From Village to City in a Changing China*. Spiegel & Grau.

Other required readings (see the schedule below) will be posted on Carmen. I highly recommend that you download and print them so that you can read them carefully, make notes on them, and have access to them during class.

#### **Course Requirements**

**Choose a Country:** The readings and class materials will provide a glimpse of a variety of places around the world. But to develop a deeper understanding of a particular place, you should choose one of the following countries to have as your special focus throughout the semester: Indonesia, Bangladesh, China, Cambodia, Mexico, Honduras, Congo (DRC). Each of these is featured in one or more of our assigned readings. In addition, you will be asked to do some independent reading about this country, and it will be featured in your two project assignments (discussed below).

**Engagement with the Readings:** Reading is a crucial component of this class. You are expected to complete all readings by the date on which they are assigned and to be prepared to participate in discussions, raise additional questions, answer questions about the readings in class. I have carefully selected readings that I believe are provocative, insightful, and sometimes fun. Some of these readings are also complex, either because they take you into previously unknown territory or because they make complex and nuanced arguments. You should set aside blocks of time prior to our Tuesday and Thursday meetings that you can devote to reading for this class. Sometimes, you may need to read a piece twice in order to fully grasp it.

**Attendance and participation:** Our class sessions will be a mix of lectures, discussion, and other activities. To do well in this class, it is essential that you are present, prepared, and engaged in *all* class sessions. The material presented in lectures and discussions will go well beyond what is in the readings, and both lecture and reading material will appear on exams. In addition, you will be part of a small group throughout the semester, and you are expected to vigorously contribute to your group's discussions and inquiries. If you do miss a class, your first step should be to talk with your group members to find out how to catch up.

You can earn up to 30 points (roughly 10% of the total) for being present and actively engaged in every class session. (Being actively engaged means that you don't allow yourself to get distracted, you frequently contribute to discussions, and your contributions are informed by the readings and other course materials. Poor attendance and/or a lack of active participation will make it difficult to earn even half of these points.) I will periodically take notes on your individual and group contributions, and I will be happy to share my comments on your participation after class or during office hours.

**Project Reports:** You will be working on two short projects, each of which will require a brief written report. The first will use your own consumer activities to explore links to individuals, communities, and environments elsewhere (with a particular emphasis on your country of choice). The second will ask you to analyze some data on national development and to examine your country's position in the global pattern. (I will provide instructions on data analysis, so no prior skills are necessary.) The specific assignments will be distributed at least a week and a half prior to the due dates (which are noted on the schedule). You can earn up to 25 points for each assignment.

**Quizzes:** Short quizzes will be given at the beginning of nine class sessions. (See the dates marked with a "Q" on the schedule.) These will cover the readings assigned for that day, as well as the readings from one class prior to that. I believe that frequent quizzes are important for helping you to keep up with the readings and for tracking your understanding of them. Each quiz is worth 10 points. Your lowest two

quiz scores will be dropped from the calculation of your final grade. Accordingly, make-up quizzes will not be offered. (If truly extraordinary circumstances cause you to miss class (like a *serious, extended* illness), AND you have documentation of these circumstances, AND you have notified me by email, phone, or in person prior to the start of class, you may be eligible to complete an alternative assignment to replace the quiz.)

If you have read carefully and grasped the key arguments of the assigned reading, the quizzes should be relatively easy. But just looking at the readings is not the same as reading them carefully. If you have not read carefully or have not invested enough to grasp the key arguments, you will struggle to earn more than a few points on each quiz. Since your lowest two scores are dropped, you have a couple of chances to make mistakes or be confused without it affecting your grade. (Even a careful reader occasionally forgets or misses key points.)

**Exams:** There are two exams—a midterm and a final. Each will consist of multiple choice and short essay questions. The final exam will cover material from the second portion of the class plus some cumulative knowledge from the class as a whole. The midterm is worth 60 points and the final is worth 80 points.

### **Grading**

Top 7 quizzes	70 points
Midterm exam	60 points
Final exam	80 points
2 project assignments	50 points
Participation	<u>30 points</u>
	290 points total

Final grades will be based on the number of points you earn as a percentage of the total points possible.

A 93-100%	B- 80-82%	D+ 67-69%
A- 90-92%	C+ 77-79%	D 60-66%
B+ 87-89%	C 73-76%	E 59% or less
B 83-86%	C- 70-72%	

Note: If everyone in the class (at least 95%) responds to the Student Evaluation of Instruction by the last day of class, then I will round up to the nearest percentage when assigning final grades (e.g., an 89.01% would be rounded up to 90% and result in an A-).

### **Policy on classroom etiquette**

This is a challenging and interactive class. Respect for the material, for each other, and for the classroom environment is essential. At a minimum, this means that we must be willing to communicate openly and be active listeners of each other. Distractions make such an environment very difficult to sustain. Cellphones must be turned off or silenced and put away during class time. In addition, I strongly discourage the use of laptops in class. It is hard to resist the distractions they offer and even

harder to make your attention clear to others when you are using a laptop. (If there is an important reason that you must use a laptop, let's talk about appropriate times and ways to do so.) In general, please try to minimize disruptions (e.g., coming and going during class) and demonstrate sustained engagement in each class session.

### **Policy on late work and missed exams**

In general, you are expected to complete all work at the scheduled time. No make-up exams will be given or late work accepted unless the situation meets all of the following criteria: (1) Truly extraordinary and unavoidable circumstances cause you to miss the class AND (2) you have documentation to prove these circumstances AND (3) you notify me in advance (by email, phone message, or in person).

### **Statement on Academic Integrity**

You are expected to ensure that your work for this class is of the highest quality and the result of your own work. Cheating on quizzes, exams, or projects will result in zero points for that particular activity and possible additional disciplinary action. Suspected misconduct will be reported to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

The Ohio State University and the Committee on Academic Misconduct expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. Please see the code at <http://studentaffairs.osu.edu/csc/> and other resources at <http://oaa.osu.edu/coam.html>

### **Disability Services**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please also contact the Office for Disability Services (<http://ods.osu.edu/>), located in Pomerene Hall, at 614-292-3307 to discuss accommodations.



**Schedule** (subject to minor revisions)

<b><u>Topic</u></b>	<b><u>Date</u></b>	<b><u>Readings</u></b>
<b>Making Global Connections</b>	Aug. 28	Mills, "The Sociological Imagination" (in class and on Carmen)
	Sept. 2	<i>Where Am I Wearing?</i> beginning - p.48 Read/watch interactive feature: "The Shirt on Your Back" (Carmen)
<b>Commodity Chains and Global Capitalism</b>	Sept. 4 Q	<i>Where Am I Wearing?</i> pp.49-77 Mascarenhas, "The Genocide Behind Your Smart Phone" (Carmen) Pearce, "Scorched Earth" (Carmen)
	Sept. 9	<i>Where Am I Wearing?</i> pp.81-137 Sen, "How to Judge Globalism" (Carmen)
<b>Gender and the Global Factory</b>	Sept. 11 Q	Adler, "A Job on the Line" (Carmen) Enloe, "Daughters and Generals in the Politics of the Globalized Sneaker" (Carmen)
<b>A Closer Look at China</b>	Sept. 16	<i>Where Am I Wearing?</i> pp.141-196
	Sept. 18	<b>**Project #1 due**</b>
	Sept. 23	<i>Factory Girls</i> chapters 1-2
	Sept. 25 Q	<i>Factory Girls</i> ch. 3-4
	Sept. 30	<i>Factory Girls</i> ch. 5, 7 (ch. 6 is optional) Ruwitch, "China shoe factory strike shows welfare Achilles' heel" (Carmen)
	Oct. 2	<i>Factory Girls</i> ch. 8, 10 (ch. 9 and 11 are optional)
	Oct. 7 Q	<i>Factory Girls</i> ch. 12, 13, 15 (ch. 14 is optional)
	Oct. 9	<i>Where Am I Wearing</i> pp.199-end
<b>Revisiting the Global Factory</b>		
<b>MIDTERM EXAM</b>	Oct. 14	
<b>Looking Back—Historical Roots of Contemporary Global Order</b>	Oct. 16	No reading assigned
<b>Looking Back—Colonialism and its Aftermaths</b>	Oct. 21 Q	Kloby, "The Legacy of Colonialism" (Carmen) Gourevitch, "Stories from Rwanda" (Carmen)
<b>Looking Back—States and Markets through the 20<sup>th</sup> Century</b>	Oct. 23	Broad and Cavanagh, excerpt from <i>Development Redefined</i> (Carmen)

<b>Poverty, Inequality, and Development</b>	Oct. 28	Bearak, "Why People Still Starve" (Carmen) Collier, excerpt from <i>The Bottom Billion</i> (Carmen)
	Oct. 30 Q	Ferguson, "Governing Extraction" (Carmen)
	Nov. 4	Reading TBA
	Nov. 6	<b>**Project #2 due**</b>
	Nov. 11	Veteran's Day—no classes
<b>Global Environmental Challenges</b>	Nov. 13	Rogers, "Why Biofuels Are the Rainforest's Worst Enemy" (Carmen)
	Nov. 18 Q	McKibben, "After Growth" (Carmen)
<b>Rethinking Globalization—Social Movements</b>	Nov. 20	Havel, "An Orientation of the Heart" (Carmen) Voss and Williams, "The local in the global: rethinking social movements in the new millennium" (Carmen)
	Nov. 25	O'Rourke, "Citizen Consumer" (Carmen) Reich, "Don't Blame Wal-Mart" (Carmen)
		Thanksgiving break
<b>Rethinking Globalization—Consumer Action</b>	Dec. 2 Q	Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?" (Carmen)
	Dec. 4	Rodrik, "The Political Trilemma of the World Economy" (Carmen)
<b>Rethinking Globalization—What can governments do?</b>	Dec. 9 Q	Tendler, excerpt from <i>Good Governance in the Tropics</i> (Carmen)
<b>FINAL EXAM</b> 10:00-11:45 am	Fri. Dec. 12	

DEPARTMENT OF SOCIOLOGY

Proposal to Add GE Category: Diversity-Global Studies to:  
**SOCIOL 3597.01 World Problems in Global Context**

GE RATIONALE STATEMENT.....p.1-3  
GE ASSESSMENT PLAN.....p.4  
    GE Rubrics.....p.5-6  
    Appendix 1 Project Assignments.....p. 7-14

GE Rationale for Diversity: Global Studies  
**SOCIOL 3597.01 World Problems in Global Context**

This document specifies how each of the expected learning outcomes identified in the course syllabus will be met across different dimensions of the course. Each outcome is addressed separately.

**Diversity: Global Studies**

**The first expected learning outcome for this course is: “Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.” This outcome will be met through:**

**Course objectives:** Examining world problems in a global context is an especially useful lens through which to achieve the first learning outcome. Through the course objectives students develop: (1) a clearer sense of their connection to individuals, communities, and environments in other parts of the world; (2) a deeper understanding of globalization, including its history, ideological foundations, and complex consequences; (3) substantive knowledge of the interplay of global production and social life in particular countries; (4) greater skill in understanding and evaluating complex written arguments, and (5) some experience analyzing quantitative, cross-national data.

**The readings.** This is an intensive reading course. The readings change across terms in response to global events and conditions and research developments. They currently include 2 research-based books, and a mix of chapters from edited books, and research reports. Approximately 90% of the readings focus specifically on globalization, global production, and global social problems and draw attention to the cultural, structural, social, economic and political factors that shape social life in countries around the world.

**The topics.** The topics vary in response to current events and research developments. They currently include: (1) commodity chains and global capitalism, (2) gender and the global factory, (3) in-depth examination of factory work and workers in China, (4) historical roots of the contemporary global order, (5) colonialism and its aftermath, (6) states and global markets through the 20<sup>th</sup> century, (7) global poverty, inequality, and development, (8) global environmental challenges, (9) global social movements, (10) rethinking globalization – what can consumers do? (11) rethinking globalization—what can governments do?

**Choose a Country:** The readings and class materials provide a glimpse of a variety of places around the world. But to develop a deeper understanding of a particular place, students choose one of the following countries to have as a special focus throughout the semester: Indonesia, Bangladesh, China, Cambodia, Mexico, Honduras, Democratic Republic of the Congo. Each of these is featured in one or more of the assigned readings. Students are

asked to complete some independent reading about this country, and it is featured in their two project assignments (discussed below).

**The project reports.** Students complete two projects, each of which require a written report. In the first, they use their own consumer activities to explore links to individuals, communities, and environments elsewhere (with a particular emphasis on their country of choice). Students are asked to give particular attention to the ways in which their consumer behavior influences and is influenced by political, economic, cultural, and social factors in their country of choice (ELO 1). Students are asked to consider whether and how this consumer behavior ties them to the global community and to the specific cultural and social practices of the country of choice and shapes or reflects their own values and attitudes as global citizens. (ELO2).

In the second, students analyze some data on national development and to examine their country's position in the global pattern. (Instructions for data analysis are provided, so no prior skills are necessary). Students are asked to give particular attention to the ways in which the global position of their focal country affects and is affected by its specific political, economic, cultural, and social structures (ELO 1). Students are asked to consider whether and how the cultural and social practices of the country of choice and its position in the global pattern shapes their own values and attitudes as global citizens. (ELO2).

**The second expected learning outcomes for this course is, "Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens." This outcome will be met through:**

**Course objectives:** Examining world problems in a global context is an especially useful lens through which to achieve the second learning outcome. Through the course objectives students develop: (1) a clearer sense of their connection to individuals, communities, and environments in other parts of the world; (2) a deeper understanding of globalization, including its history, ideological foundations, and complex consequences; (3) substantive knowledge of the interplay of global production and social life in particular countries; (4) greater skill in understanding and evaluating complex written arguments, and (5) some experience analyzing quantitative, cross-national data.

**The readings.** This is an intensive reading course. The readings change across terms in response to global events and conditions and research developments. They currently include 2 research-based books, and a mix of chapters from edited books, and research reports. Approximately 90% of the readings focus specifically on globalization, global production, and global social problems and draw attention to diversity in the cultural, structural, social, economic and political factors that shape social life in countries around the world. Attitudes and values are core components of culture and the strong attention to cross-cultural differences and their link to global social problems provides a solid

foundation from which students are asked to consider how their own cultural values are shaped by their growing links to the global community.

**The topics.** The topics vary in response to current events and research developments. They currently include: (1) commodity chains and global capitalism, (2) gender and the global factory, (3) in-depth examination of factory work and workers in China, (4) historical roots of the contemporary global order, (5) colonialism and its aftermath, (6) states and global markets through the 20<sup>th</sup> century, (7) global poverty, inequality, and development, (8) global environmental challenges, (9) global social movements, (10) rethinking globalization – what can consumers do? (11) rethinking globalization—what can governments do?

**Choose a Country:** The readings and class materials provide a glimpse of a variety of places around the world. But to develop a deeper understanding of a particular place, students choose one of the following countries to have as a special focus throughout the semester: Indonesia, Bangladesh, China, Cambodia, Mexico, Honduras, Congo (DRC). Each of these is featured in one or more of the assigned readings. Students are asked to complete some independent reading about this country, and it is featured in their two project assignments (discussed below).

**The project reports.** Students complete two projects, each of which require a written report. In the first, they use their own consumer activities to explore links to individuals, communities, and environments elsewhere (with a particular emphasis on their country of choice). Students are asked to give particular attention to the ways in which their consumer behavior influences and is influenced by political, economic, cultural, and social factors in their country of choice (ELO 1). Students are asked to consider whether and how this consumer behavior ties them to the global community and to the specific cultural and social practices of the country of choice and shapes or reflects their own values and attitudes as global citizens. (ELO2). Complete project assignments are listed in Appendix 1

In the second, students analyze some data on national development and to examine their country's position in the global pattern. (Instructions for data analysis are provided, so no prior skills are necessary.) Students are asked to give particular attention to the ways in which the global position of their focal country affects and is affected by its specific political, economic, cultural, and social structures (ELO 1). Students are asked to consider whether and how the cultural and social practices of the country of choice and its position in the global pattern shapes their own values and attitudes as global citizens. (ELO2). Complete project assignments are listed in Appendix 1

## GE Assessment Plan

### **Assessment Plan for Expected Learning Outcome #1: “Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.”**

Direct Method: This learning outcome will be assessed via the two written project reports. Each includes a component that directly addresses this ELO.

Level of Student Achievement Expected: 75% of students achieve the ELO at a “Milestone 2” standard on a scoring rubric for at least one of the two project reports (equivalent to a grade of C).

Process used to review the data and potentially change the course to improve student learning: For all students who do not meet the ELO at the expected level, the instructor will review the attendance, participation, and initiative of each student in seeking help in office hours and evaluate whether student motivation and initiative was a likely factor in the student not meeting the objectives. If the number of students who do not meet the ELOs is small and largely composed of students with poor attendance and/or participation, no action will be taken. If the number of students who do not meet the ELOs is large and/or largely composed of students with strong participation and attendance, the instructor will review course content, readings, and instruction to determine if alternative pedagogical methods may be warranted to improve student learning.

### **Assessment Plan for Expected Learning Outcome #2: “Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.”**

Direct Method: This learning outcome will be assessed via the two written project reports. Each includes a component that directly addresses this ELO.

Level of Student Achievement Expected: 75% of students achieve the ELO at a “Milestone 2” standard on a scoring rubric for at least one of the assignment (equivalent to a grade of C).

Process used to review the data and potentially change the course to improve student learning: For all students who do not meet the ELO at the expected level, the instructor will review the attendance, participation, and initiative of each student in seeking help in office hours and evaluate whether student motivation and initiative was a likely factor in the student not meeting the objectives. If the number of students who do not meet the ELOs is small and largely composed of students with poor attendance and/or participation, no action will be taken. If the number of students who do not meet the ELOs is large and/or largely composed of students with strong participation and attendance, the instructor will review course content, readings, and instruction to determine if alternative pedagogical methods may be warranted to improve student learning.

Project Report 1	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
<b>(EL01)</b> <b>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States</b>	Critically analyzes and applies knowledge of the role of economic, cultural, physical, social or philosophical aspects of the country of choice ( peoples and cultures outside of the United States) in relation to their consumer behavior	Explains the role of economic, cultural, physical, social or philosophical aspects of the country of choice ( peoples and cultures outside of the United States) in relation to their consumer behavior	Describes with some depth the role of economic, cultural, physical, social or philosophical aspects of the country of choice ( peoples and cultures outside of the United States) in relation to their consumer behavior	Superficially describes of the economic, cultural, physical, social or philosophical aspects of the country of choice ( peoples and cultures outside of the United States) in relation to their consumer behavior
<b>(EL02)</b> <b>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</b>	Critically analyze how their consumer behavior ties them to the global community and to the specific cultural and social practices of the country of choice and shapes or reflects their own values and attitudes as global citizens.	Explain how their consumer behavior ties them to the global community and to the specific cultural and social practices of the country of choice and shapes or reflects their own values and attitudes as global citizens.	Shows some awareness of the ways in which their consumer behavior ties them to the global community and to the specific cultural and social practices of the country of choice and shapes or reflects their own values and attitudes as global citizens.	Shows little awareness of the ways in which their consumer behavior ties them to the global community and to the specific cultural and social practices of the country of choice and shapes or reflects their own values and attitudes as global citizens.

See Appendix 1 Project Report 1 for the full assignment



Project Report 2	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
<b>(EL01)</b> <b>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States</b>	Critically analyzes and applies knowledge about the ways in which the global position of their focal country affects and is affected by its specific political, economic, cultural, and social structures	Explains the ways in which the global position of their focal country affects and is affected by its specific political, economic, cultural, and social structures	Describes with some depth the ways in which the global position of their focal country affects and is affected by its specific political, economic, cultural, and social structures	Superficially describes of the ways in which the global position of their focal country affects and is affected by its specific political, economic, cultural, and social structures
<b>(EL02)</b> <b>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</b>	Critically analyzes how the cultural and social practices of the country of choice and its position in the global pattern shapes their own values and attitudes as global citizens.	Explains how the cultural and social practices of the country of choice and its position in the global pattern shapes their own values and attitudes as global citizens.	Shows some awareness of the ways in which the cultural and social practices of the country of choice and its position in the global pattern shapes their own values and attitudes as global citizens.	Shows little awareness of the ways in which the cultural and social practices of the country of choice and its position in the global pattern shapes their own values and attitudes as global citizens.

See Appendix 1 Project Report 2 for Complete Assignment

## **1. APPENDIX 1: Project Report Assignment 1 and 2**

## **Project Assignment 1: World Problems in Global Context**

Prof. Bartley

Project #1: Commodities and Connection

Due: Thursday, September 18 (as a hard copy, turned in at the beginning of class time)

25 points possible

In this project, you will explore the ways in which your consumer behavior connects you to people and places in other parts of the world, eventually honing in on and learning about your country of choice. Your final product should be a typed document that reports on each of the tasks below. Please use section headings (like those below) in your report.

When the instructions ask you to make a list, please simply make a list in your report. But when the instructions ask you to *write* about something, please be sure that you write in clear and complete sentences. Your report will be graded both for content and for the quality of your writing. Please read and revise your work before submitting it.

Please also re-read the section of the syllabus on academic integrity. Plagiarism—intentional or unintentional—or other misconduct will result in a zero for this assignment and possible additional disciplinary action. Except when you are asked to list something verbatim, you will need to absorb enough information about a given topic to write about it in your own words.

**You may not use direct quotations** in the writing sections of this assignment. **You must write in your own words.** (This is especially important for Part 2)

### **Part 1: Inventory**

For a three day period, keep a log of what you wear, eat, and use—and as much as possible about where it was made. (Clothes and shoes should have the country of manufacturing on the label. Whole fruits, vegetables, meat, and fish should also.) Make notes in your log as you go through the day, and then return to it at night to make sure you haven't forgotten anything.

In your report, please list 10 items that you wore, ate, or otherwise used and the country or countries that they (or their ingredients) came from. If you could not tell from the item itself where it was made, do some internet searches to find out where that item (and/or its components or ingredients) is commonly produced. If you are still not sure, include your best guesses about where that product was made (and the reasoning behind them). If you have kept a log for three days, it should be easy to list 10 items for which you have knowledge or a very good guess about the country of origin.

Choose two of the countries on your list (apart from the U.S. and your chosen country) and write two brief paragraphs describing what you know or think about them currently. (You should write a separate paragraph for each country.) You should *not* do any research on these countries. Instead, the point is simply to reflect on what you already know about them. (You may write whatever you know about the country, but you may want to consider questions like the following to get your thinking started: What have you learned about it in your previous education (or already in this class)? Have you seen a movie from that country? Have you met people from this country? Have you seen it in the news recently? If

so, why? Note: Detailed knowledge is not necessary. If you do somehow have very detailed knowledge of the country, please be sure to explain how you gained it.)

## **Part 2: Your chosen country**

### **A. Your connection**

Now consider the country that you have chosen (from the list provided on the syllabus) to be your focus this semester. Were any of the items you listed above produced in your chosen country? (Remember that some products are made up of many components or ingredients that come from different places. Even if only a small part of a product came from your country, that is relevant.)

If so, list the items that link you to this country. If not, list a few items made in that country that you *might* have consumed. (Use some internet searches to find out what products are most commonly exported from that country to the U.S.)

Now write one paragraph describing what you already know about your chosen country. The goal is the same as the paragraphs you wrote in the previous section: Simply discuss what you already know. (Once again, you may want to consider questions like the following to get your thinking started: What have you learned about it in your previous education (or *already in this class*)? Have you seen a movie from that country? Have you met people from this country? Have you seen it in the news recently? If so, why?)

### **B. Historical and political-economic context**

In this section, you will take two steps to learn more about your chosen country, and then write an essay about what you've learned.

First, look up your country in the CIA's World Factbook (<https://www.cia.gov/library/publications/the-world-factbook/>). This will provide some brief but useful points of information about your country. Take notes (for yourself) on issues like the following:

- Was the country colonized? If so, when and by whom? (And can you tell why it was attractive as a colony (i.e., for particular natural resources, geographic position, etc.)?)
- When did the country attain independence (or when was it founded)?
- Has the country been called other names in the past 100 years? (If so, note them. You will need to use them in the next step.)
- Has the country experienced wars in the past 50 years?
- What industries are most important?
- How have political circumstances influenced the country's economic activity? (Or how has economic activity influenced politics?)

Second, find articles in the *New York Times* about what was going on in your country in the 1970s, 1980s, and 1990s. To ensure full-text access, use the OSU library's database: ProQuest Historical Newspapers: The New York Times, 1851-2010. Use an advanced search

so that you can specify the dates. You can get directly to this by using the following link (which you can paste from the electronic version of this document posted on Carmen):

<http://search.proquest.com.proxy.lib.ohio-state.edu/hnpnewyorktimesindex/advanced?accountid=9783>

In your report, list 5 headlines from stories about your country in the 1970s, 5 from the 1980s, and 5 from the 1990s. Be sure to include the year of publication along with the headline. Do as much as possible to cover different parts of each decade. (For instance, don't have all 5 articles from the 1970s be from 1972). If your country experienced name changes, you will need to search for the older name to find the older articles.

From those you listed, choose one article from each decade to read. Mark the headlines that you have chosen with an asterisk or otherwise indicate which stories you have read.) Be sure to choose articles that you think will give you some insight into the country's history and/or political-economic situation.

Now, integrating what you have learned from the World Factbook and the *New York Times* articles, write a short essay (roughly 1-2 pages double-spaced) about what you see as the most important features of your country—and perhaps also what you found both important and surprising. This part of the essay should reflect *only* what you learned from these sources.

Finally discuss what you have learned about the ways in which your consumer behavior influences and is influenced by political, economic, cultural, and social factors in their country of choice. In doing so, consider whether and how this consumer behavior ties them to the global community and to the specific cultural and social practices of the country of choice and shapes or reflects their own values and attitudes as global citizens.

### **Part 3: Recommended but not required**

Movies and documentary films can provide important glimpses into some of your countries. If this project has piqued your interest, I recommend that you get together with your group members to watch and discuss the following films. This is not light viewing, and some of these films depict harsh and violent settings. But engaging with these films can be a powerful first step in learning more about a country.

Many of these films are available through the OSU library or through Netflix, Hulu Plus, Amazon, or elsewhere online. If you have trouble finding any of them please let me know.

Last Train Home (2009 documentary film on China)  
The Missing Picture (2013 film about Cambodia)  
The Act of Killing (2012 film about Indonesia)  
Lumumba (2000 film on the Democratic Republic of the Congo)  
Maquilapolis: City of Factories (2006 documentary about Mexico)  
The Ambassador (documentary about Honduras, only available in Spanish online here:  
<http://www.arcoiris.tv/scheda/es/1158/>)

## **World Problems in Global Context**

### **Project #2**

Due Thursday, Nov. 6 as a hard copy at the beginning of class

In this project, you will be analyzing some quantitative, cross-national data on development. You will look at your chosen country, at larger-scale patterns, and at your country's position in the larger pattern. No prior data analysis experience is necessary, but it is crucial that you follow these instructions very carefully. The instructions are long, but if you use them well, the time it takes to complete this project should be relatively short.

The data we will be using are available from [www.gapminder.org](http://www.gapminder.org). Gapminder compiles national data on development from a variety of sources, including the United Nations, World Bank, and others.

You will need to use Microsoft Excel to analyze the data. If you do not have it on your own computer, you can use Excel in computer labs across campus. Excel is widely used, so I hope the data analysis skills you develop in this project will prove useful later on. Note that the instructions below refer to the Windows version of Excel. The Mac version of Excel works slightly differently. You may use the Mac version if you prefer, but be aware that you will need to be very careful when sorting the data, and some alteration of the commands may be necessary. My recommendation is to use the Windows version if possible.

Please save the Excel files that you work with in a place that you can find them later. I will ask you to email them to me if questions arise when I'm grading.

### **Part 1: Women's literacy rates, 2007-2011**

The goal here is to briefly look at the percentage of adult women who can read in your chosen country. In Gapminder, this is called "Literacy rate, adult female (% of females ages 15 and above)."

1. Go to Data in Gapminder, find this variable, and download the data as an Excel file.
2. In the Excel file, delete all of the columns except for the list of countries and the years 2007-2011. (Select them, then right-click and choose Delete (not Cut)). We will just focus on this recent period.
3. Find the literacy rate for women in your country, and record this in your report. Use the most recent data available for your country.
4. Using the same year as above (the most recent one available for your country), sort the countries by their literacy rate for women. Select the column, then choose Data > A → Z (smallest to largest) (or Z → A if you prefer), and *do* expand the selection (as prompted).
5. Write a brief description of how your country compares to others in terms of women's literacy. Does it fall toward the top or toward the bottom of the distribution? What similar countries do you notice as having much higher or lower women's literacy rates?

## Part 2: Trends over time

1. Choose one of the following variables to examine:

a. Income per person (GDP/capita, PPP\$ inflation-adjusted) (also known as GDP per capita by PPP)

\*\*\*Delete everything up to 1970. Data is sparse until that point.

\*\*Note that “per capita” just means “per person.

\*\*Be sure to use this version.

b. Human Development Index (HDI)

\*\*Use the documentation in Gapminder to see what this means.

c. Child mortality (0-5 year-olds dying per 1,000 born)

\*\*\*Delete everything up to 1970. Data is sparse or based on rough estimates at earlier points.

2. In the Gapminder data section, find this variable and download the appropriate Excel file. Open it and delete the early years if necessary, as noted above.)

3. You will need to create a new sheet, containing *only* the years and the data for your chosen country. But don't delete all the rest, since you'll need it in step 8 below. Instead, copy and paste the top row and the row for your country into a new sheet. To make things clear, change the labels in the first cell in each row, so that the first says “year” and the second says “[your country, your variable].”

4. Now make a chart of the trend in your country. To do this, select both rows. Then go to Insert > Scatter (under charts) > Scatter with smooth lines. (Be sure to choose the Scatter type of chart. Choosing a Line chart will make things much messier and almost impossible to format appropriately.)

5. You should now see a chart of the trend over time. Copy and paste it into your report.

6. Write a brief description of what the chart shows. This should be written in a way that would make sense to someone who didn't know what your variable was or how it was measured. You will need to click on the variable in Gapminder to find out how it was measured. It is permissible to use a direct quote from Gapminder's description, but please be sure to put it in quotation marks (and cite Gapminder).

7. Now think about two countries that you think would make for interesting comparisons with your country. (Think about the comparisons that have been made in the readings, lectures, and discussions for this class. You should have a well-reasoned rationale for your choices.) Describe the rationale for your comparison in your report.

8. Copy and paste your two comparison countries' data into the sheet with your country's data. Make sure everything is in order, and then make a chart showing the trend in all three countries. This can be done just as you did above—by selecting the data and using a Scatter with smooth lines chart. Please edit the axis once again.

9. Copy and paste this chart into your report.

10. Write a brief description of what the chart shows.

### Part 3: Income and child mortality in 2010

In this part, you will look at the *relationship* between countries' level of income per person (GDP/capita, PPP\$ inflation-adjusted) and their rate of child mortality (number of 0-5 year-olds dying per 1,000 born) the year 2010. As you might expect, wealthier countries tend to have lower rates of child mortality than do poorer countries.

You will have to do a little work to get the data in the right format to do this analysis. Follow the steps below very carefully.

1. In Gapminder, find these two variables and download the Excel files with this data. You will have two separate files at this point.
2. In each file, delete everything except the country names and the data for 2010.
3. To fix a few mistakes in the files, do the following:
  - a. Delete Nagorno-Karabakh and its data cell from both lists (and shift cells up).
  - b. Delete South Sudan and its data cell from both lists (and shift cells up). (Note that it is out of alphabetical place on the child mortality list.)
  - c. Rename the columns so they describe what lies below. (In other words, call the first column "country and the second column "income per capita" or "child mortality.")
4. Now paste the countries and data from the Child mortality file into the Income file. (Put them to the right of the income data. This will ensure that things work smoothly later on.) Make sure that the countries match all the way down the list. If not, fix the lists so that they do match. (Once you've done that, you can delete the extra Country column if you want, but be sure that you have one column of countries remaining.)
5. We will restrict our analysis to middle- and lower-income countries. To do this, first sort the file by Income. Click on the top of the income column, then select Data > Z → A (largest to smallest) and *do* expand the selection (as prompted by Excel). Then select and delete all rows for countries with incomes higher than 14,000.
6. You should now have a list of low- and middle-income countries, their income per capita, and their rate of child mortality. (Don't worry about any countries with missing data that are left dangling. They will simply be ignored when Excel does the analysis.) In the steps below, you will analyze the relationship between income and child mortality by making a scatterplot.
7. Select the columns for income and child mortality. (But do not select the Country column.) Choose Insert > Scatter > Scatter with only markers (the top option). Notice that this is a different kind of scatterplot than what you used in part 1. If you've done everything right, you should see a plot with income graphed on the X axis (horizontally) and child mortality graphed on the Y axis (vertically). Each dot represents a country.
8. Click on the title at the top of the plot and change it to something more accurate, like "Relationship between income and child mortality in low- and middle-income countries." Also, it is recommended that you increase the size of the chart to make it easier to examine.



9. Now tell Excel to add a line showing the average relationship. (For those who have taken stats, this is like the “regression line.”) Do this by clicking on one of the data points, then right-click and choose Add trendline. Then select Exponential and close. (For those who have taken stats, as you can see, the pattern is not quite linear, so an exponential curve is a good choice for this scatterplot. A polynomial (squared term) could also work.)

10. Copy and paste the scatterplot into your report.

11. Write a description of what the chart shows. What is the overall pattern? Once again, this should be written so that it makes sense to someone who is not familiar with the data you are analyzing or how your variables are measured.

12. Locate your country in this pattern and label it on the scatterplot in your report. To do this, you will need to find the coordinates for your country in the Excel file, then poke around with the mouse in that region to find the exact point that represents your country.

13. Write a description of where your country lies in the broader pattern. In addition, how has your country fared relative to the average relationship between income and child mortality. (Hint: Look at whether your country is above or below that line in the scatterplot—and think about what that means.) In other words, when it comes to minimizing child *mortality*, *has your country under-performed or over-performed given its income level?* Finally, based on what you know about the country already, can you think of any reasons why it may have under-performed/over-performed? Give particular attention to the ways in which the global position of their focal country affects and is affected by its specific political, economic, cultural, and social structures. Discuss whether and how the cultural and social practices of your focal country and its position in the global pattern shape your perception of the country and your assessments of why it may have over- or under-performed on this dimension?

Finally, double-check to make sure you have completed all the steps and that your report is orderly. You should print out and turn in a hard copy of your report.