

Application for a New Course v9

Course ID <i>Subject and Number</i>	GLST 120: Introduction to Global Issues (Note: The History Dept. has proposed a change of name for the International Studies major to "Global Studies." On the assumption that such will be approved in council, I refer to this course as "GLST 120.")
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Ron Morgan
2	Course Teacher	Dr. Ron Morgan and/or Kelly Elliott. Note: When needed due to staffing limitations, this course may be taught by instructors from other departments, as per agreements between dept. chairs and deans.
3	Course Title	Introduction to Global Issues
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts & Sciences
6	Department	History
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3

15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Explores the nature of the contemporary world, with attention to key features and implications of globalization, as well as attention to major issues impacting global society in the 21 st century.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	No
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	Annually
23b	How often will it be offered? Summer	On demand
23c	How often will it be offered? Fall	
24	Frequency?	Annually to begin + possible summer sessions
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015; a trial course is being offered in Spring 2014 under temporary number.
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	No deletions required INTS 301
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes See attached.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes, a version of this course was offered as INTS 240 in Spring 2013; this particular version of the course will be offered as INTS 240 in Spring 2014.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the</i>	None

	<i>new offering in Section IV-D.</i>	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	For major and minor in Global Studies (GLST): GLST 120 will become a core requirement for the GLST degree plan, replacing INTS 301, Language and Culture. It will NOT impact the HIST, HSTT or HSST B.A.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The addition of this new course is a response to the recent transfer of the International Studies degree from the former Dept. of Modern Languages to the Dept. of History. Where as Modern Languages had shaped the old INTS degree plan around culture and language, the Dept. of History seeks to strengthen students' understanding of globalization and the contemporary world by adding new courses on Global Issues (GLST 120) and World History (HIST 121), while still allowing students to pursue interests

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Open to all ACU students.
2	State the overarching course goal(s) in performance terms.	See competencies and measurements that follow. These equate to my "overarching course goal(s) in performance terms."

2. Competencies and Measurements

	Competency	Measurement
1	<i>Reflect vocationally and theologically on Christian commitment to cross-cultural engagement and understanding.</i>	Orally presentations on case studies from <i>Transformations at the Edge of the World: Forming Global Christians through the Study Abroad Experience</i> . In <i>Old Madam Yin</i> essay , explore themes of interpersonal and intercultural empathy from the narrative.
2	<i>Think, write, and speak critically about contemporary global issues.</i>	Individually post weekly summaries of three international news items of global importance. Using multiple international news sources , student teams will make group presentations in which they examine global events and trends.
3	<i>Demonstrate familiarity with the interdisciplinary scholarly literature on globalization</i>	Write analytical reviews of three essays on the topic of globalization.

4	<i>Critically apply globalization theories and concepts to a contemporary case study.</i>	Final Exam: Globalization and China. In an essay exam, demonstrate a clear understanding of how globalization manifests itself in contemporary China.
5	Demonstrate a nuanced understanding of how macro processes of global transformations impact human experience at the micro level of individual and family.	Based on reading of the memoir <i>Old Madam Yin</i>, show how the personal world of Lao Tai-tai is transformed by the penetration of Western culture, values, and economic structures and practice.

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Robert M. Jackson, ed. *Annual Editions: Global Issues 13/14*. 29th ed. New York: McGraw-Hill, 2014.

Rana Mitter, *Modern China: A Very Short Introduction*. Oxford University Press, 2008. ISBN-10: 0199228027. ISBN-13: 978-0199228027

Shawn Smallman and Kimberley Brown, *Introduction to International and Global Studies*.

University of North Carolina Press, 2011. ISBN-10: 0807871753. ISBN-13: 978-0807871751

Ida Stuart, *Old Madam Yin: Memoir of a Peking Life*. Palo Alto, CA: Stanford University Press, 1979. ISBN: 0804710996.

Additional readings as announced.

2. For combined undergraduate/graduate courses, make two lists:

a. full publication information, label Undergraduate

b. full publication information, label Graduate. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

VI. Approvals *Place all approvals on one page.*

A. Course ID: GLST120

Course Title: Introduction to Global Issues

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐  11-26-13
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

In my view, the exploration of Global Studies, like the study of History, should be both intellectual and moral; professor and students should use their critical thinking capacities to understand global systems and complexities, as well as to empathize with human beings from other societies. For Western Christians, the field of Global Studies invites us to cultivate the spiritual virtue of humility, to learn from the wisdom of the non-Christian, non-Western “other” and to acknowledge the imperfections as well as the virtues of our own “civilization.” Ideally, we cast both a critical and empathetic eye to the world around us, and in the process develop a stronger sense of mission and vocation.

Required Readings

Robert M. Jackson, ed. *Annual Editions: Global Issues 13/14*. 29th ed. New York: McGraw-Hill, 2014.

Rana Mitter, *Modern China: A Very Short Introduction*. Oxford University Press, 2008. ISBN-10: 0199228027. ISBN-13: 978-0199228027

Shawn Smallman and Kimberley Brown, *Introduction to International and Global Studies*. University of North Carolina Press, 2011. ISBN-10: 0807871753. ISBN-13: 978-0807871751

Ida Stuart, *Old Madam Yin: Memoir of a Peking Life*. Palo Alto, CA: Stanford University Press, 1979. ISBN: 0804710996.

Additional readings as announced.

Teaching/Learning Methods and Format of Class Sessions

Studies of teaching and learning consistently show that students learn best, and most deeply, when they are active agents in the teaching and learning processes. In Global Studies, active learners must directly engage contemporary events and trends, seeking to interpret them in light of broader conceptual questions about the world.

In this course, students may expect to read widely in preparation for face-to-face classroom sessions. Such broad preparation on the part of the learners will allow us to use classroom time for attention to case studies, group analysis of primary sources, and dialogue-based discussions through which we teacher and learners seek to make meaning of our historical study. Because the study of global interactions lends itself to the study of particular case studies, students will practice linking theory with specific manifestations of globalization, particularly in the case of China.

Activities students should expect in the course:

- ☐ weekly readings in preparation for class meetings, followed by quizzes over readings
- ☐ team assignments to examine global news, resulting in group presentations
- ☐ reading, group analysis, and written interpretation of a historical memoir highlighting global societal transformations and meaningful cross-cultural interaction
- ☐ brief lectures on the part of the professor
- ☐ occasional film representations that illustrate course themes in engaging ways

Overall Learning Outcome & Competencies

Competency	Measurement
<i>Students will successfully</i>	<i>... through the following exercises.</i>
<i>Reflect vocationally and theologically</i>	Orally presentations on case studies from

<i>on Christian commitment to cross-cultural engagement and understanding.</i>	<i>Transformations at the Edge of the World: Forming Global Christians through the Study Abroad Experience.</i> In <i>Old Madam Yin</i> essay , explore themes of interpersonal and intercultural empathy from the narrative.
<i>Think, write, and speak critically about contemporary global issues.</i>	Individually post weekly summaries of three international news items of global importance. Using multiple international news sources , student teams will make group presentations in which they examine global events and trends.
<i>Demonstrate familiarity with the interdisciplinary scholarly literature on globalization.</i>	Write analytical reviews of three essays on the topic of globalization.
<i>Critically apply globalization theories and concepts to a contemporary case study.</i>	Final Exam: Globalization and China. In an essay exam, demonstrate a clear understanding of how globalization manifests itself in contemporary China.
Demonstrate a nuanced understanding of how macro processes of global transformations impact human experience at the micro level of individual and family.	Based on reading of the memoir <i>Old Madam Yin</i> , show how the personal world of Lao Tai-tai is transformed by the penetration of Western culture, values, and economic structures and practice.

Demonstrating Student Learning Outcomes (i.e., Making the Grade)

A student's *final grade* reflects innate intellectual abilities, skill development, mastery of subject matter, and work ethic. In this course, final letter grade is calculated based on the following scale: A=92-100, B=83-92, C=74-83, D=65-74; an F reflects a course average below 65%.

I. Participation (22.5%)

- A. Based on student's oral participation in classroom discussion and scores on short reading quizzes over assigned readings (7.5%)
- B. Individual Written Posts on World News events and trends (7.5%)
- C. Team Oral Presentations: World News and Emmaus projects (7.5%)

- II. Old Madam Yin essay (20%).** In *Old Madam Yin*, Chinese-born Ida Pruitt brings thoughtful insight to a period of dynamic social change in China. Through the author's descriptions of personal interactions with the older Chinese matron, Yin Lao Tai-tai, the modern reader is able to see the relationship between macro-history (broad historical change in China and the world) and micro-history (i.e., the effects of such changes on Madam Yin and her family). This paper consists of two principle tasks. First, explain and illustrate how historical changes in China (especially the growth of Western influences) affected the Yin family. In order to be successful, you must explain the historical context and the nature of the historical changes underway. (You may use internal evidence from Pruitt's narrative, Mitter's *Modern China*, or other historical sources). Second, examine Pruitt's eyes and insights as interpersonal, intercultural subject. You may wish to explore her empathy, or lack thereof, of Yin Lao Tai-tai and other protagonists. You might tease apart her views on the changes underway in early 20th-century China. In her view, should China and its people adopt Western ways or not. If so, what of the Old China should remain? (Note: Read with attention Pruitt's editorial comments, which very frequently reveal her views on these issues.)

Your paper should be 4-5 pages, with double-spacing. As you engage the narrative, be sure to cite specific evidence for your arguments. I will evaluate your paper for your clear

development of historical context, the depth of your analytical insight (of Pruitt's narratives and observations in particular), and your writing style (especially clarity and organization).

III. Critical Essays on important Globalization scholarship (37.5%).

- A. **Kagan, "Power and Weakness."** Write a paper (1000 words) that both summarizes and critiques Kagan's explanation for the differences between U.S. and European (or EU) approaches to international relations in recent decades. Pay attention to his arguments based on historical, ideological and economic factors. How do the questions and issues he raises shape your understanding of the political and ideological dimensions of globalization in the 21st century?
- B. **Huntington, "Clash of Civilizations."** Summarize Huntington's arguments for the new global paradigm that would frame international relations and power at the end of the Cold War. What evidence does he cite to sustain his thesis, and how do you evaluate that evidence? Based on your own background research, present another scholar's or policy-maker's critique of Huntington's thesis. (1,200 words)
- C. **Major globalization monograph.** Select a title from the list of major globalization monographs that Dr. Morgan will provide. Read and review the work, following guidelines for Writing a Book Review that Dr. Morgan will provide.

IV. Final Exam: Globalization Case Study, China in the 21st Century (20%). Details TBA.

Course Calendar

Note: Assignment in right column is due on corresponding date in the left column.

Abbreviations (in right column):

Date	Topic	Assignment
M 14 Jan	Introduction to the course	
W 16 Jan	Cultivating Global Dimensions	S&B, Ch.1; <i>Transformations</i> , Ch.2
M 21 Jan	MLK Day – No classes	
W 23 Jan	Globalization: Historical Dimensions	S&B, Ch.2
M 28 Jan	China: Historical Overview	Mitter, Ch.1
W 30 Jan	What is Modern China?	Mitther, Ch.2-3
M 4 Feb	China at the turn of the 20 th century World News Presentation	<i>Old Madam Yin</i> , part I
W 6 Feb	Is Chinese Society Modern?	Mitter, Ch.4
M 11 Feb	Madam Yin's China	<i>Old Madam Yin</i> , part II
W 13 Feb	Globalization: Cultural Dimensions	S&B, Ch.6
M 18 Feb	Is Chinese culture modern?	Mitter, Ch.6
W 20 Feb	Globalization: Economic Dimensions World News Presentation	S&B, Ch.4
M 25 Feb	Is China's economy modern?	Mitter, Ch.4
W 27 Feb	Book Reviews: Cultural Globalization World News Presentations	
M 4 Mar	Book Reviews: Economic Globalization	
W 6 Mar	Guest scholars: Moving the jobs abroad	
M 11 Mar	<i>Spring Break</i>	
W 13 Mar	<i>Spring Break</i>	
M 18 Mar	Globalization: Political Dimensions	S&B, Ch.5
W 20 Mar	Clash of Civilizations	Huntington essay
M 25 Mar	Globalization: Security Dimensions	S&B, Ch.3
W 27 Mar	Clash of Civilizations: Follow-up discussion	"Clash" paper due
M 1 Apr	U.S., Europe, and Security in the post-Cold War Age	Kagan essay
W 3 Apr	Global Issues: Development	S&B, Ch.7
M 8 Apr	Guest scholar: Can trade be free <i>and</i> fair?	"Power & Weakness" paper due
W 10 Apr	Global Issues: Food Security	S&B, Ch.8
M 15 Apr	Global Issues: Health	S&B, Ch.9
W 17 Apr	Global Issues: Energy	S&B, Ch.10
M 22 Apr	Global Issues: Environment	S&B, Ch.11
W 24 Apr	Book Reviews: Global Issues	
F 26 Apr	Book Reviews: Global Issues	
M 29 Apr	The World Tomorrow	S&B, Ch.12
W 1 May	Review of course themes	
T 7 May	Final Exam (2:00-3:45 p.m.)	

General Course Policies

Attendance policy: Attendance will affect the student's final course average as follows: 0 absences = +2%; 1 = +1%; 2 or 3 = 0%; 4 = -2%; 5=-4%; 6=-8%; 7=-12%; 8=-15%; >8 = fail the course. (Note: I do not distinguish between "excused" and "unexcused" absences; any and all misses are included in one's attendance record. Also, 3 late arrivals will be counted as an absence; after that, each two subsequent late arrivals will count as a miss.)

Late Work: Unless I approve an extension prior to an assignment's due date, a late project will be penalized 5% for the first day and 2.5% per day for each additional day *up to one week*. After that, the assignment, if completed to a satisfactory standard, will receive either a D (68%, 7-14 days late) or an F (55%, more than 14 days).

Quiz & Final Exam Policy: The purpose of periodic quizzes is to reward class attendance & daily reading, as well as to help the student be better prepared for the two major exams. Each unannounced quiz will cover the assigned reading for that day's class meeting.

Note: I will drop the lowest of quiz score; if you miss one, I simply drop that score. There are no make-ups for unannounced quizzes. If you do miss one quiz for an excusable reason (see below), be sure to document the reason for the absence (even though I will drop that 0 score). This will ensure that if you miss a second quiz for an excusable reason, there will be grounds for a make-up quiz.

For the **Final Exam**, you must one **8.5" x 11" exam blue books** to class **by Wed., April 30**. Please write your name and course number on the cover. Failure to turn these in on time will result in a 5-point deduction from your Final Exam score.

Academic Integrity: It is expected that all students will adhere to the University's Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site (www.acu.edu/campusoffices/provost) and these offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and academic departments. **Consequences for violations** include a score of 0 on the assignment in question and immediate referral to the Dean of Students. A second violation will result in the student being dropped from the course with a grade of F.

Special Needs Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide

“reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Policy on phones, social media, or recording in the classroom

Please set cell phones to “silent” during class; do not consult phones for text messages. Students may find laptops or ipads useful for in-class work. I expect such technology to serve *exclusively* our classroom purposes – no facebook or other surfing, please. Students who violate this policy will be advised after class and counted absent for that class period. *Under no circumstances may class sessions be audio or video recorded without the express written consent of the professor.*

Policy on questionable material

Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of several questions:

- *Does the material simulate or portray actual life experience that enhances the learning potential of this course?
- *Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?
- *Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

General Guidelines for Student Communication, Discussion and Wiki Content

The online environment is such that opportunities exist for students to post items that may not be tasteful or appropriate. Students, faculty and facilitators are expected to participate in all interactions with a tone of congeniality, professional courtesy, morality and Christian standards.

The following items are not considered appropriate.

- * Content that may infringe on the rights of a third party.
- * Items that make inappropriate use of hate or racist symbols or materials that glamorize the actions of hate or racist organizations or their leaders, past or present.
- * Use of marks that signify hate towards another group of people.
- * Inappropriate content, nudity or images that defame (deprecate) the human body.
- * Content that exploits images or the likenesses of minors.
- * Obscene and vulgar comments and offensive remarks that harass, threaten, defame or abuse others.
- * Content that glamorizes violence, is obscene, abusive, fraudulent or threatening.
- * Content that glamorizes the use of "hard core" illegal substances and drugs.
- * Use of God's or Jesus Christ's name, image or representation in a way that is offensive, as determined by Christian standards and the standards of Abilene Christian University.

The list outlined above should NOT be construed as an exhaustive list of offensive material but rather as a general guideline for you to follow. The lead teacher of each course will determine whether your content is in compliance with the guidelines outlined on this page. Both the lead teacher and the facilitator retain the right to immediately remove any content that is deemed inappropriate.

Contacting Dr. Morgan

To visit with me about the course, an assignment, or life in general, please send me an email. When you email me, please do the following:

- ☐ Include GLST 120 and your name in the subject line so I can easily distinguish your mail from the numerous messages I receive each day.
- ☐ Label any attached document with last name and descriptive (e.g., Smith China Essay).

Dr. Ronald J. Morgan
History Department
AD Building 321
Abilene Christian University

Re: New Course Application: GLST 120

Dear Dr. Morgan,

Thank you for the submission of your new course application. The Adams Center course evaluation team has had the pleasure of reviewing GLST 120: Introduction to Global Issues. We reviewed your application using the front matter to the Application for a New Course v9 hosted on the Adams Center's course design website. The application has been thoroughly completed and you have a good learning experience planned for our students.

We have only the following very minor suggestions/ considerations:

- In item 1.24, it may be helpful to clarify what the future plans for the course will be if it doesn't become an ongoing online offering.
- Under competencies and measurements, it may help to unify the font under competency.

If there is any aspect of the application you would like to discuss further, please let me know and we can schedule a time. Again, these recommendations are very, very minor and only mentioned to provide consistency and clarification. Please know the Adams Center is here to serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course.

Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

For the Adams Center,

Scott E. Hamm, DEdMIN
Instructional Designer
Adams Center for Teaching and Learning

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 10, 2013
TO: Dr. Ron Morgan
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for GLST 120 – Introduction to Global Issues

After reviewing the course application and syllabus, the library should be able to adequately support the course. *When you have finalized the list of major globalization monographs, please forward the list to your library liaison, Karen Hendrick (hendrick@acu.edu), so that she can make sure that we have copies available.* Also, please let Karen know if there are other resources that the library needs to purchase in order to support the course. Thank you for letting us examine the course proposal.