

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number GLST 120 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application to Gen Ed menu: Cultural Literacy.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<i>Signature</i> 	<i>Approval date</i> 09/14/2022
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
<i>Signature</i>	<i>Approval date</i>

Faculty	
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
<i>Signature</i>	<i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	GLST 120 Introduction to Global Issues
Terms offered:	Fall or Spring
Catalog description:	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 twenty-first century.
Course prerequisites:	-
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	-

Other general education menus on which the course appears or you are applying for:	Arts and Humanities
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Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness. That is, they examine the diverse world around them, with attention to connections and flows of influence on the one hand, as well as diversity and resistance to change on the other. From there, students look inward in both a cultural and personal sense, identifying and challenging their personal preconceptions as well as those that prevail or are common in U.S. society.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

No prerequisites.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through

adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.

- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace

- Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome. **Note to Council: I list several possible measures that instructors of the course may wish to use.**

Outcome	Topic or Activity
Outcome B1	Account for and explain divergent perspectives on cultural phenomena (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.). OR Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
Outcome B2	Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity. OR Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture. OR

	Engage in and reflect upon a special event or celebration that highlights a different cultural background.
Outcome B3	Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age OR Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Learning Outcomes (Area to Be Assessed)	Measures (Assessment Artifact)
Outcome B1 Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.	Essay: "Migrating Women." Based on Leslie T. Chang's Ted Talk on Chinese women factory workers and at least one chapter from Ehrenreich & Hochschild, eds., "Global Woman," analyze the factors that cause women around the world to leave home and family in search for an economic future.
Outcome B2 Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity. OR Engage in and reflect upon a special event or celebration that highlights a different cultural background.	<u>Cultural Humility for Global Learning</u> . Based on your reading of one of the assigned chapters from Morgan and Smedley Toms, <i>Transformations at the Edge of the World</i> , reflect on the essential role of cultural humility or ethnorelativity for deep global learning. OR Attend one of the following events: Martin Luther King, Jr. Memorial walk; African-American, Hispanic or other ethnic group worship; LGBTQ event; Eid al Fitr feast; Cinco de Mayo fiesta. Reflect in writing on what you saw there. Details TBA.
Outcome B3 Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age. OR Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.	"Global Migration: Structural Factors." Based on a reading of Mahi Binebine's <i>Welcome to Paradise</i> , students highlight at least three fictional African emigrants, detailing how their decisions to flee home have been provoked by structures or attitudes of oppression based on race, gender, sexuality, social class, religion, disability, or age. They will substantiate or challenge those <i>fictional</i> cases through recourse to published social science studies. Interview an individual whose vocation or work intersects with contexts of social inequality. Guidelines for interview TBA.

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

GLST 120: Introduction to Global Studies
Prof. Ronald J. Morgan – Spring 2015

Contacting Dr. Morgan

Email: rxm03c@acu.edu

Office: Ad Building 324

History Dept. Phone: 674-2370

Course Times and Places

MWF 1:00-1:50

Ad Building 310

Office Hours: by appointment

ACU Catalog Description

GLST120: 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 twenty-first century. May be used to satisfy University Requirement.

Course Description

Those who pursue the emerging academic field of Global Studies do so because they are interested in connections, interactions, and interdependencies; they also desire to understand issues from multiple perspectives. This course provides an introduction to Global Studies, an area of analysis located at the intersection of the social sciences, natural sciences, and the humanities. Employing tools and insights from geography, economics, political science, environmental studies, and history, to name a few, we will raise questions about the nature of the contemporary world.

Among other things, Global Studies scholars want to make sense of the phenomenon known as “globalization.” In that regard, they ask questions of an historical nature: Is globalization an utterly new thing, or is it simply another stage in a long historical process? Is globalization an utterly good thing, a negative thing, or a mixed blessing? In order to answer such a question, one must first problematize “globalization,” recognizing the complexity of a set of processes that are economic, ecological, political, technological, and cultural in nature. In this course, therefore, we explore globalization in its various dimensions.

The student who successfully completes this course will be able to demonstrate an understanding of major themes and issues that result from global interactions. He or she will also be conversant with the scholarly literature and debates about the nature of “globalization.”

Required Readings

Robert M. Jackson, ed. *Annual Editions: Global Issues 13/14*. 29th ed. New York: McGraw-Hill, 2014. ISBN-10: 0078135982; ISBN-13: 978-0078135989.

Manfred Steger, *Globalization: A Very Short Introduction*. 2nd ed. New York: Oxford University Press, 2009. ISBN: 978-0-19-955226-6.

Binebine, Mahi. *Welcome to Paradise*. Tin House Books, 2012. ISBN-10: 9781935639275. ISBN-13: 978-1935639275

Transformations at the Edge of the World: Forming Global Christians through the Study Abroad Experience. Co-edited with Cynthia Toms Smedley. Abilene: ACU Press, 2010.

Earning the Grade

A student's *final grade* reflects his/her 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=90-100, B=80-89.99, C=70-79.99, D=65-69.99; F reflects a course average below 65%.

- I. Participation (36%)
 - A. Verbal contributions to the learning community in classroom discussion (10%).
 - B. Quizzes & reflective posts based on assigned readings (16%).
 - C. Participant-observer reflection on cross-cultural event (10%).
- II. Midterm exam (16%)
- III. Essay: "Migrating Women" (16%)
- IV. Presentation: "Global Migration: Structural Factors" (16%)
- V. Final Essay: Cultural humility for Global Learning (16%). Details TBA.

Cultural Literacy Menu: Student Learning Outcomes and Measures

Learning Outcomes Area to Be Assessed	Measures (Assessment Artifact)
Outcome B1 Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.	Essay: "Migrating Women." Based on Leslie T. Chang's Ted Talk on Chinese women factory workers and at least one chapter from Ehrenreich & Hochschild, eds., "Global Woman," analyze the factors that cause women in diverse world regions to leave home and family in search for an economic future.
Outcome B2 Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity. OR Engage in and reflect upon a special event or celebration that highlights a different cultural background.	<u>Cultural Humility for Global Learning</u> . Based on your reading of one of the assigned chapters from Morgan and Smedley Toms, <i>Transformations at the Edge of the World</i> , reflect on the essential role of cultural humility or ethnorelativity for deep global learning. OR Attend one of the following events: Martin Luther King, Jr. Memorial walk; African-American, Hispanic or other ethnic worship service; LGBTQ event; Eid al Fitr feast; Cinco de Mayo fiesta. Reflect on what you saw there. Details TBA.
Outcome B3 Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age. Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.	Essay: "Global Migration: Structural Factors." Based on your reading of Mahi Binebine's <i>Welcome to Paradise</i> , highlight at least three fictional African emigrants, detailing how their decisions to flee home have been provoked by structures or attitudes of oppression based on race, gender, sexuality, social class, religion, disability, or age. Substantiate or challenge those fictional cases through recourse to published social science studies. Interview an individual whose vocation or work intersects with individuals, structures, or contexts of social inequality. Guidelines for interview TBA.

Social & Behavioral Science Menu (SBS): Learning outcomes and measures

Learning Outcomes (Area to be Assessed)	Measures (Assessment Artifact)
SBS subject matter	• Quizzes, Discussion Posts on globalization (20%) • Midterm Exam on globalization (15%) • “Migrating Women” essay (15%) • “Global Migration: Structural Factors” (15%)
Outcome A2. Listen to, understand, and critically evaluate rhetorical claims.	Discussion Post: <i>Sociocultural Location and Perspective on female head coverings: Contrasting views from the UK and Afghanistan.</i>
Outcome C1. Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.	Essay: “Global Migration: Structural Factors” (15%). Students present and evaluate evidence from a variety of sources to nuance the factors driving global migration.
Outcome C2. Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.	Participant-observer reflection on cross-cultural event (10%)

General Course Calendar

Note: Assignment in right column is due on the corresponding date in the left column; accompanying symbols indicate when they are due. Dr. Morgan will periodically post additional readings in Canvas, accessible at acu.instructure.com. All quizzes, written responses to readings, and stages of tutorial work should be posted in the Canvas space.

Key to abbreviations on the calendar:

Jackson = *Annual Editions: Global Issues 13/14*

* Listed quiz or posted writing assignment due by midnight on this date

Φ Listed quiz or posted writing assignment due by 12:00 noon on this date

€ Listed assignment due by 5 p.m. on this date

This color highlights any activity or due date that falls on non-classroom days.

Date	Topic	Assignment
M 12 Jan	Introduction: A Christ-shaped Vocation to Global Studies	
W 14 Jan	Globalization as contested concept Discuss Poster Guidelines	Steger, Ch.1 Post: Contesting globalizationΦ
F 16 Jan	TBA	Steger, Ch.2
M 19 Jan	MLK Day – No classes	Quiz on Steger Ch.2*
W 21 Jan	Globalization: Economic Dimensions	Read Steger Ch.3 & complete quizΦ
M 26 Jan	Globalization: Political Dimensions	Written reflection on MLK event Steger Ch.4 & quizΦ
W 28 Jan	Economics, Ethics, and Law: When American companies move the jobs abroad	Steger 98-113; Jackson TBA

M 2 Feb	Economic Dimensions (cont'd) (Ted: Leslie T. Chang)	Heuertz & Pohl (excerpt TBA); Jackson TBA
W 4 Feb	Film: The global culture of work	
M 09 Feb	Globalization: Cultural Dimensions	Post: <i>Sociocultural Location and diverse perspectives: Muslim women on head covering</i> Steger Ch.5 & quizΦ
W 11 Feb	Berlin Fang, Censorship in China	Essay: <i>Migrating Women</i> <i>NY Times</i> article (TBA)
M 16 Feb	Globalization: Environmental Dimensions	Steger Ch.6 & quizΦ
W 18 Feb	Environmental challenges (cont'd)	Team reading assignment in Canvas
F 20 Feb		
M 23 Feb	"Clash of Civilizations"	Huntington essay; Steger (2 nd ed. 121-35; 3 rd ed. 125-30); Jackson (article 31) + QuizΦ
W 25 Feb	Market & Justice Globalisms	Steger (3rd ed.) Ch.7
R 26 Feb	<u>Optional</u> : Livermore talk on Cultural intelligence (4-4:50 in Bible 114)	
Su 1 Mar		<u>Extra credit</u> : Post reflection on Livermore talk (by Sunday, midnight)*
M 2 Mar	Guest Speaker: Dan McVey	Essay : Structures of Migration in <i>Welcome to Paradise</i>
W 4 Mar	Guest Speaker: The Work culture in Mexico	
9-13 Mar	<i>Spring Break</i>	
M 16 Mar	Team Work: Finalize Poster Projects	
W 18 Mar	Globalization Midterm Exam	
M 23 Mar	Global Christians: Introduction	Read/Post: <i>Transformations</i> (15-46)Φ
W 25 Mar	Global Christians: Pilgrim postures	Read/Post: <i>Transformations</i> Ch.2Φ
T 31 Mar	Undergrad Research Festival)	
W 1 Apr	Guest: Susanna Lubanga (global refugees)	
M 6 Apr	Global Christians: Engaging Otherness	Read/ Post : <i>Transformations</i> Ch.8Φ
W 8 Apr	Global Christians: Engaging the Muslim "Other"	Read/ Post : <i>Transformations</i> Ch.9Φ
M 13 Apr	Global Christians: Learning from the Slum-dweller "Other"	Read/ Post : <i>Transformations</i> Ch.10Φ
W 15 Apr	Global Christians: Cultural understanding & empathy	Read/ Post : <i>Transformations</i> Ch.7Φ

M 20 Apr	Discuss Essay	Cultural humility for Global Learning
W 22 Apr	Discuss <i>Welcome to Paradise</i>	Post: Summarize readings for today's discussion
M 27 Apr	Discuss <i>Welcome to Paradise</i>	
W 29 Apr	Push & Pull in Global Migration	Presentation: "Global Migration: Structural Factors"
R 9 May	Final Presentations	Participant-observer: Alternative post for those who did not attend an MLK event

General Policies

Attendance policy: Attendance will affect the student's final course average as follows: 0 absences = +2%; 1 = +1%; 2-3 = no impact; 4 = -1%; 5=-3.5%; 6=-7.5%; 7=-12%; 8=-15%; 9-10=-20; >10 = 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).

Missing quizzes or exams: The purpose of periodic online quizzes is to reward daily reading, as well as to help the student understand concepts being developed in the course. Each online quiz will cover the assigned reading.

Note: I will drop the lowest of quiz score; if you miss one, I simply drop that score. There are no make-ups for quizzes.

Regarding the midterm exam, one may request a make-up for the following *excusable* reasons: (1) Absence on exam day due to participation in an official ACU-related activity; you must request a make-up exam **in advance of the date**; (2) Illness or family crisis; you may bring written medical (or otherwise appropriate) proof and arrange to make up the exam within one week of the original exam date. **Be on notice!** No make-up is offered for reasons of personal preference (travel, non-emergency medical, etc. – Before you arrange such things, check the syllabus to avoid exam dates).

If you **miss an exam** for an unexcused reason, you will receive a grade of zero. If for one of the above excusable reasons, be sure to document the reason, preferably before the exam date.

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.

Technology policy

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.*

Contacting Dr. Morgan

To visit with me about the course, an assignment, or life in general, speak to me in class or send me an email. I do not keep specific office hours, but am always available on fairly short notice.