

Parkland College

Global Studies Initiatives in Social Sciences
2017-2018

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Global Studies Initiative Final Report: History 105

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Global Studies Initiative in Social Sciences Courses

Parkland College, AY 2017–2018



Aims of Global Studies Initiative: Recall that the goals for participating in the Global Studies Initiative course redesign project are: To promote the addition to Parkland’s social science courses of instructional materials on global issues with a focus on the European Union, Russia, Eastern Europe, and Eurasia. Further, to provide social science faculty with instructional design tools and aid them with the implementation of new course materials in the classroom.

To achieve the goals of the Global Studies Initiative and finish your participation in this project, please fill out the form below on the course you taught in the Spring semester of 2018, and upload it to the shared folder on Parkland’s One Drive at the following link: <https://tinyurl.com/ycvjboek>

Global Studies Faculty Project Final Report

Faculty Name: _____ Marsh W. Jones _____

Course Taught (course name, section number, term): _____ HIS 105-001 and HIS 105-002 Spring 2018_

Format of Course (face to face, online, hybrid): _____ Hybrid _____

A. Goal(s) for Course.

Please describe here the changes that you made to your class objectives to increase global studies content and learning about global issues. Keeping this in mind, please answer the following:

1. Please describe here each of your new goal(s) or objectives for the course. These can be based on the Teaching Goals Inventory we covered in EDU 931, and/or related to Parkland College’s General Education Goals.

The primary goal is to include a global element in United States History by redesigning lectures and the Course Project.

2. Please explain how the new goal(s) promotes the aims of the Global Studies Initiative (described above).

There are many connections between United States History and Eastern and Western European History. These connections were highlighted throughout the semester and students created a Course Project that focused on some aspect of these global relationships.

B. New Course Material(s) To Achieve Goals.

Please explain the new material(s) you used for the course. Keeping this in mind, please answer the following:

1. Please list the new material(s) that you used to enhance the global studies and/or world area studies component of your course. Please also provide links online, or reference citations for each of the new material(s) you used in this redesigned course. These may be books, journal articles, magazines, videos, movies, web links, or any other materials that fit the aims of the Global Studies Initiative.

Students researched specific topics related to the United States and the world. They created their own bibliographies and source lists which included a global element. A variety of videos focused on the relationship including the BBC's WORLD AT WAR. Primary sources, such as Jane Addams, WHY WOMEN SHOULD VOTE (utilizes European examples) helped connect events and ideas in United States history to European history.

2. Please explain your rationale to show how the new materials fit the aims of the Global Studies Initiative.

The Course Project assignment constituted one fourth of the final grade. Students were required to utilize at least four sources that related the history of the United States to the wider world with a focus on Eastern and Western Europe. Materials utilized in lectures and discussions, including primary and secondary sources, helped students understand the relationships between the western and eastern hemispheres.

C. New Activities, Assignments, and Assessments to Achieve Goals.

Please describe here the new activities, assignments, direct and indirect assessments, and the new syllabus you developed to achieve the aims of the Global Studies Initiative. Keeping this in mind, please answer the following:

1. Please describe all new in class activities and/or take-home assignments that you created for your redesigned course to increase global studies content and learning about global studies issues. In your description, please be sure to explain very concretely how each of these activities/assignments are linked with each of the new course goals (described in Part A).

Lecture / discussions were redesigned to incorporate a global focus. Students examined and discussed issues related to immigration, imperialism, workers' unions, World Wars, American expansion and trade, the Cold War and Civil Rights (Black Lives Matter International initiatives).

Each student completed a Course Project that incorporated global elements with a focus on Eastern and Western Europe. The Project offered students an opportunity to research an area of personal interest and to craft a project approach that fit their particular aptitudes and abilities. Many completed a two thousand word research paper which incorporated at least four sources. Students shared their topics with one another and provide peer review. Students met with the professor to discuss the global element and approach. A short overview and bibliography was submitted in the first stage.

2. Please describe all new direct assessments that you used for these new activities/assignments to explore student performance (at one time) and/or learning (across two or more times). In addition, please explain whether each direct assessment is: formative or summative, or quantitative or qualitative. Also, if you used a rubric to help with direct assessment, please explain whether the rubric is holistic or analytic. In your answer here, please be sure to explain very concretely how each of these direct assessments, and any rubrics you created, show student performance and/or learning related to the new course goals (described in Part A).

America and the World Course Project Rubric

Thesis. The project thesis must include a global element; students are encouraged to discuss Eastern and Western European History as it relates to United States History.

Overall Assignment Objectives. Students should present a well crafted and content-rich project which has a global focus.

Analysis. Students should aptly analyze the global aspects of U.S. history; they should understand how the U.S. relates to the broader world.

Primary Source Citations and Support. A portion of the primary source support should come from international sources or discuss international relations.

Writing. The final project should be understandable and readable.

Conclusion. Conclusions should include and discussion of the overall benefits of relationships between the chosen topic and Europe or the wider world in general.

3. Please describe any new indirect assessments you used (if applicable) for these new activities/assignments to explore student attitudes. In your answer here, please be sure to explain very concretely how each of these indirect assessments was created to show student attitudes related to the new course goals (described in Part A).

Not Applicable.

4. Please attach a copy of your class syllabus for the course you revised for this project. In the syllabus please highlight changes that you made to the syllabus to show what was changed as a result of this project. Please upload your revised syllabus to the shared folder on Parkland's One Drive: <https://tinyurl.com/ycvjboek>

D. Faculty Reflection on New Course Material

Please provide your opinion on the degree of usefulness of the new course material you implemented and whether you recommend its continued use. That is, would you use it again? If not, what other material could you use or how else could you better implement the objectives of this initiative?

The newly designed course with a focus on Globalism provided an excellent opportunity for students to explore connections and ideas that they had not previously considered. Most students successfully completed their Course Project with elements of globalism included. There were some challenges for students when considering how globalism was an aspect of their U.S. History Course, but these issues provided an opportunity for students to more fully investigate and then comprehend these unique and sometimes subtle connections.

I would definitely use the Global Focus in my U.S. History courses again. I would spend a bit more time discussing globalism and the importance of understanding the relationship of Global History to U.S. History in the early stages of the course. I would also provide more direction to students when they chose their topics for the U.S. History – Global Focus Course Project. Some students did not fully integrate the global focus into their topics or their topics were not adequately open to global issues.

Thank you very much for participating in this the Global Studies Initiative and completing this report!