

## Global Studies Initiative in Social Sciences Courses

Parkland College, AY 2018–2019



**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 2019, and upload it to the shared folder on Parkland’s One Drive at the following link: <https://tinyurl.com/y4qncb6>

### Global Studies Faculty Project Final Report for Term 2

Faculty Name: Aaron Walk

Course Taught (course name, section number, term): HIS 105-051W; SP18

Format of Course (face to face, online, hybrid): Online

#### **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.

**New goals for the course included the following:** A general knowledge of U.S. history during this period; a deeper understanding of the past and how it pertains to the present; a deeper understanding of the global relationships between the U.S. and the world; an understanding of the various experiences of diverse groups and individuals; a demonstrated ability to think critically and to construct historical arguments; and a demonstrated ability to read, write, and to perform research at the college level.

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

Said goals will foster in a development of students' understanding of the historical relationship between the U.S. and the global community by intertwining global themes to include immigration, economic trends, foreign/domestic policy, and the social attitudes between American and their global counterparts. With these, students will have been introduced to a wider range of historical diversity with regards to the people, issues, values, themes, and events that connected the U.S. and the global community.

#### 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.

New (and existing) materials included the following:

*PBS (2015). The Haymarket Martyrs: Origins of International Workers' Day:*

<https://cobra.parkland.edu/d2l/le/content/89043/viewContent/2038388/View>.

*Turner, F.J. (1893). The Significance of the Frontier in American History. Retrieved from:*

<http://nationalhumanitiescenter.org/pds/gilded/empire/text1/turner.pdf>.

*Riis, J. (1890). How the Other Half Lives: Studies Among the Tenements of New York. Retrieved*

*from:* <https://allthatsinteresting.com/jacob-riis-photographs-how-the-other-half-lives>.

*NPS (1989). Island of Tears: Immigration through Ellis Island. Retrieved from:*

<https://www.youtube.com/watch?v=u4wzVuXPznk>.

*Kipling, R. (1899). The White Man's Burden. Retrieved from:*

<http://www.americanyawp.com/reader/19-american-empire/rudyard-kipling-the-white-mans-burden-1899/>.

*PBS (2007). Crucible of Empire: The Spanish-American War. Retrieved from:*

<https://www.youtube.com/watch?v=8g8NpQsmxj4>.

*History Channel (2010). We Heard the Bells: The Influenza of 1918. Retrieved from:*

[https://www.youtube.com/watch?v=XbEefT\\_M6xY](https://www.youtube.com/watch?v=XbEefT_M6xY).

*Albers, T. & Uebele, M. (2015). The Global Impact of the Great Depression. Retrieved from:*

<http://eprints.lse.ac.uk/64491/1/WP218.pdf>.

*Roosevelt, F.D. (1942). Executive Order No. 9066. Retrieved from:*

<http://www.americanyawp.com/reader/24-world-war-ii/fdr-executive-order-no-9066-1942/>.

*National Archives (2017). Japanese Relocation During WWII. Retrieved from:*  
<https://www.archives.gov/education/lessons/japanese-relocation>.

*Truman, H.S. (1947). The Truman Doctrine. Retrieved from:*  
<http://www.americanyawp.com/reader/25-the-cold-war/the-truman-doctrine-1947/>.

*U.S. Senate. (1950). Joseph McCarthy on Communism: From the State Department Loyalty Investigation Committee on Foreign Relations. Retrieved from:*  
<http://www.americanyawp.com/reader/25-the-cold-war/joseph-mccarthy-on-communism-1950/>.

*History Channel (2002). Defcon 2: The Cuban Missile Crisis. Retrieved from:*  
<https://www.youtube.com/watch?v=Jwz7YAQj-r0>.

*U.S. Senate (1971). Statement by John Kerry of Vietnam Veterans Against the War: From the Hearings Before the Committee on Foreign Relations. Retrieved from:*  
<http://www.americanyawp.com/reader/28-the-unraveling/statement-by-john-kerry-of-vietnam-veterans-against-the-war-1971/>.

*Clinton, W.J. (1993). Free Trade and Financial Deregulation: From Remarks on Signing the North American Free Trade Agreement Implementation Act. Retrieved from:*  
<http://www.americanyawp.com/reader/30-the-recent-past/bill-clinton-on-free-trade-and-financial-deregulation-1993-2000/>.

*Bush, G.W. (2002). Post-9/11 Word: Address Before a Joint Session of Congress on the State of the Union. Retrieved from:* <http://www.americanyawp.com/reader/30-the-recent-past/george-w-bush-on-the-post-911-world-2002/>.

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

The above resources fit into the framework of the Global Studies Initiative due to the contents' focus on the relationship between the U.S. and the global community and how said relationships impacted American policy, events, attitudes, and community development.

### 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).

New activities created included a course project required of all students that requiring them to complete and submit a research project aimed at establishing a relationship between the history of the United States to the rest of the world. Students were given the option of submitting a

research paper, book review, film reaction, or an oral history project. Existing activities will include weekly discussion forums redesigned to include themes and/or topics coinciding the Global Studies Initiative.

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).

**Formative assessments included the following: 1) weekly discussion forums, which will be qualitative, and will be accompanied by analytics rubrics with instructor feedback given to guide student performance 2) Course project research proposal, which will be qualitative, accompanied by an analytical rubric, and instructor feedback will be provided to guide student performance. Summative assessments will include the completed Course Project, which will be qualitative, and accompanied by an analytical rubric.**

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).

**New indirect assessments included a student survey given to the class midway through and at the end of the semester to assess whether or not they have 1) developed an increased knowledge of U.S. history during the time scope 2) developed a deeper understanding of historical relationships between the U.S. and the global community 3) developed a deeper understanding of diverse groups and individuals within the course framework 4) developed the ability to think critically and to construct historical arguments.**

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/y4qnnb6>

#### **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?

**I would definitely use the new course materials developed for this section. I felt that my students benefited greatly from the diverse historical perspectives in helping shape their understanding of**

American history. In addition, the new assessment materials, in particular the Course Project, was beneficial in helping students develop college-level research and writing skills.

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