

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/y4qnncb6>

Global Studies Faculty Project Final Report for Term 2

Faculty Name: Dale Gardner

Course Taught: POS 202-001H-2019SP, Introduction to International Relations

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 Teaching Goals Inventory I completed indicated my teaching goals focus on critical thinking and discipline specific learning goals, this in a course that already had an international and multicultural focus desired by Parkland’s general education goals. Since the course already had sought to build a knowledge base on past and present international affairs, including sections on Realpolitik, cooperative diplomacy/international law, globalization, economic development, as well as various types of critical theory, a completely new teaching goal was unnecessary. However, the previous iterations of the class didn’t have students engaging with each other on class issues, except what little might happen in discussion. So the new requirements strive to have students learn from their own peer’s projects in the class. These individual projects had always been intended to explore some specific international conflict or issue area. This semester students generally chose a unique topic from this list:

Afghanistan Conflict

Azerbaijan Armenia Conflict

Central & West Africa Security Crises (pick one or many)

China Conflict in the South China Sea
China-India Conflict
China and Trade Policy
European Union: Trade Policy
European Union: Immigration Policy
Global Collective Security
Global Conflict over Free Press and Internet
Global Environmental Policies
Global Nuclear Non-Proliferation Policy
Global Refugee Crises (pick one or many)
Global War on Drugs
Global War on Terrorism
India-Pakistan Conflict
Iran-Arab World Conflict
Israeli-Palestinian Conflict
Korean Conflict
NATO-Russia Conflict
Politics of International Development
Somalia Conflict
Syrian Conflict
Ukrainian Conflict
US Trade Policy
US-China Conflict
US-Cuba Conflict
US-Iran Conflict
US-Russia Conflict
Yemen Conflict

The new requirement is to have students produce a PowerPoint presentation on their issue area they had already been doing writing assignments on. Essentially they are creating an electronic poster session. Then they would have a critiquing assignment where each appraises a few others and seeks parallels and contrasts between their own conflict and those of others.

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

The new assignments and grading forces students to grapple with course ideas outside the context of their own project, as well as gain more knowledge of contemporary world conflicts.

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.

No new materials were necessary to accomplish the new assignments.

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

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).

The new presentation assignment requires the following elements:

Title of conflict

Placement on a map

List important actors, what perspective and level of analysis works best

BRIEF narrative of conflict

Dependent and independent variables

History that affects conflict, pre-WWII

History that affects conflict, Cold War period

Globalization effect on conflict

Trajectory of conflict, prediction

Sources

The new critique assignment requires discussion, comparison and contrast of 3 different presentations with one's own, with an eye toward:

Theoretical perspective

Level of analysis

International dynamics

Trajectory/prediction

What did you learn from them?

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).

The assessments of these two new assignments were formative and qualitative, giving out points for following instructions and for how complete they were. We briefly discussed in class each of the PowerPoint presentations turned in on time, pointing out the generally good historical basis of each, while noting the often weaker modeling (dependent/independent variables). Some did revisions for more points. The evaluation critiques were also scored with the emphasis on following instructions and how complete they were. Altogether these assignments allowed students to apply critical thinking skills and to publicly try to come to grips with the established perspectives and terminology of the field of international relations.

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).

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/y4qnncb6>

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 new formulation of the course remains a work in progress. I am considering rearranging some of the assignments and moving the PowerPoint presentation toward midterm in the semester. These will allow more time for the whole class to think through the variety of global problems we face, as well as more time to devise more appropriate social modeling and to work together to better understand and use the terminology and perspectives of international relations.

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