**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: IP190 Introduction to International Studies**

**Home Department: Modern Languages & Literatures**

**Department Chair Name and Contact Information** (phone, email): Tim Compton (tcompton@nmu.edu) 906-227-1107

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every other fall (even years)

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

The goals of IP190 are to increase students’ global awareness, provide career exploration and enhance research skills.

By the end of this course, students are expected to be able to do the following: 1) list 2-3 current issues in each of 5 global regions (Latin America, Africa, Europe, Asia, Middle East); 2) utilize appropriate resources to evaluate career options; 3) research and write an essay on a current issue in one of the 5 main global regions.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

**Critical Thinking Component**: To satisfy the *Evidence* dimension, IP190 requires students to select themes and topics from films, critical articles, and/or news reports to support their analysis of the historical, political and/or economic contexts of a particular time and location. To satisfy the *Integrate* dimension, IP190 requires students to synthesize the historical, political and/or economic contexts in order to develop insights regarding cultural contexts. To satisfy the *Evaluate* dimension, IP190 requires students to evaluate cultural contexts of a current issue in one of the 5 main global regions.

To assess all dimensions, IP190 requires students to write short essays as well as a final research essay. Successful completion of these assignments requires analyzing evidence, integrating ideas *and* evaluating arguments.

**Social Responsibility in a Diverse World Component**: To satisfy the *Knowledge of Cultural Worldview Frameworks* dimension, IP190 requires students to demonstrate knowledge of historical, political and/or economic contexts of a particular culture. To satisfy the *Intercultural Awareness* dimension, IP190 students must be conversant in the diversity of issues present in the five global regions. To satisfy the *Intercultural Engagement* dimension. IP190 students must pose and develop questions regarding highly-visible debates around the globe. To satisfy the *Ethical Issue Recognition* dimension, students in IP190 must research and analyze a current global ethical conflict.

To assess the *Knowledge of Cultural Worldview Frameworks*, IP190 students must summarize current issues in each of the 5 global regions. To assess the *Intercultural Awareness* dimension, students in IP190 write short essays and/or take tests regarding current issues in the 5 global regions. To assess the *Intercultural Engagement* dimension, IP190 students must research and defend a position on a highly visible global issue. To satisfy the *Ethical Issue Recognition* dimension, students in IP190 write a final research essay in which they analyze a current global issue.

**C. Describe the target audience (level, student groups, etc.)**

IP190’s primary target audience is International Studies majors and minors. However, this class also appeals to students who are interested in broadening their global perspective and cultural understanding.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

IP190 is a requirement for International Studies majors and minors.

**E. Provide any other information that may be relevant to the review of the course by GEC**

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type and Frequency**: 3-5 short essays and/or final research essay.**Overall Grading Weight**: 20-45%**Expected Proficiency Rate**: 75%**Rationale**: Global awareness and understanding requires students to search for information regarding global issues. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type and Frequency**: 3-5 short essays and/or final research essay.**Overall Grading Weight**: 20-45%**Expected Proficiency Rate**: 75%**Rationale**: Global awareness and understanding requires students to integrate information regarding global issues. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type and Frequency**: 3-5 short essays and/or final research essay.**Overall Grading Weight**: 20-45%**Expected Proficiency Rate**: 75%**Rationale**: Global awareness and understanding requires students to evaluate ideas regarding global issues. |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | **Task Type and Frequency**: 3-5 short reports and/or short presentations**Overall Grading Weight**: approximately 15-25%**Expected Proficiency Rate**: 75%**Rationale**: To maintain awareness of global issues and demonstrate knowledge of these issues through summaries, discussions and/or presentations. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type and Frequency**: 3-5 short essays and/or tests.**Overall Grading Weight**: 20-45%**Expected Proficiency Rate**: 75%**Rationale**: Global awareness and understanding requires concentrated reflection on cultural production and contexts. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Task Type and Frequency**: debate and/or research essay**Overall Grading Weight**: approximately 10-25%**Expected Proficiency Rate**: 75%**Rationale**: To thoroughly research a global issue and present its pros and cons thereby engaging with historical, political and economic contexts outside of their own. |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | **Task Type and Frequency**: Research Essay and/or tests**Overall Grading Weight**: approximately 15-25%**Expected Proficiency Rate**: 75%**Rationale**: By researching a current global issue, students are exposed to ethical conflicts in cultural contexts outside of their own. |

**NORTHERN MICHIGAN UNIVERSITY**

**IP190: Introduction to International Studies**

**Required Materials**:My World Abroad (www.myworldabroad.com/nmu)

 Course reserves and links found in EduCat

**Bulletin Description**: IP190 is a multidisciplinary course that focuses on creating global awareness, enhancing research skills and providing international career exploration.

**COURSE OBJECTIVES/ASSESSMENTS:** During this course, we will work together to increase our global awareness of five major world regions—Latin America, Africa, Asia, Middle East, Europe—by monitoring the world press, reading pertinent articles and viewing international films. In addition, we will explore international career options and opportunities. Evaluation of these objectives will be as follows:

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| **Ability/Skill to be Learned/Reviewed** | **Evidenced/Measured by** |
| increased global awareness | world press reports; event reports; reflection essays; presentations; debates; final essay |
| global career options | company/organization reports; cover letters & resumes; presentations |

Your final course grade will be calculated according to the following:

 10% Attendance, Participation

 30% Homework (Event Reports, World Press Reports, Cover Letters & Resumes, Reflection Essays)

 20% Presentations, Debates

 25% Tests and Quizzes

 15% Final Essay

**GRADING SCALE:**

A = 93-100 B+ = 87-89 C+ = 77-79 D+ = 67-69

A- = 90-92 B = 83-86 C = 73-76 D = 63-66

 B- = 80-82 C- = 70-72 D- = 60-62

**WEEK I** Introductions: What do we mean by “international studies”?; Intro to Myworldabroad.com

**WEEK II** Europe; Guest Speaker

**WEEK III** Europe; Film

**WEEK IV** Europe; Guest Speaker; Test

**WEEK V** Middle East; Guest Speaker; Peer Editing: Writing Assignment

**WEEK VI** Middle East; Film

**WEEK VII** Middle East; Test

**WEEK VIII** Africa; Debates

**WEEK IX** Africa; Film; Test

**WEEK X** Asia; Debates

**WEEK XI** Asia; Film; Test

**WEEK XII** Latin America; Presentations

**WEEK XIII** Latin America; Film; Test

**WEEK XIV** NO CLASS

**WEEK XV** Presentations; Final Essay Workshop; Conclusions