HI488PO488SyllabusUSPActual

HI488.01/PO488.01
Globalization and Place: Past, Present, and Future
Spring 2017
Instructor: Timothy K. Kinsella
MU 337
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Office Hours: M to F, afternoons

Number of Credit Hours: 3

Course Description:
This course focuses on globalization and its interactions with various places and their inhabitants. It includes an examination of definitions; a brief history of globalization; a study of its various economic, political, social and cultural, and ecological dimensions; and their many combinations. Both the dimensions of globalization and places and their inhabitants influence and shape each other. Implications of these interactions are examined from market and justice perspectives.

Course Objectives:

Knowledge
The student will
1. Define globalization and its various dimensions (economic, political, social and cultural, ecological)
2. Describe a brief history of globalization
3. Identify the interaction of globalization dimensions with each other
4. Define idea of place (city, suburb, exurb, region, etc.)
5. Identify how dimensions of globalization and place interact with each other
6. Describe implications of these interactions on place and its inhabitants

Skills
The student will:
1. Analyze and integrate various meanings of globalization
2. Synthesize various globalization dimensions.
3. Examine and analyze place and its inhabitants in the broader context of globalization and its dimensions.
4. Analyze and compare/contrast various responses to globalization
5. Demonstrate research design and communication skills by designing and writing a research paper/proposal
6. Construct a rationale for continuity and change within place due to globalization and its dimensions

**Attitudes**
The student will:
1. Approach the idea of globalization and its dimensions with an open mind
2. Be willing to learn about globalization from different lenses
3. Be open to both positive and negative globalization arguments related to effects on place and its inhabitants
4. Contribute to a positive learning environment through thoughtful discussions

**Values**
The student will:
1. Respect the work of authors. Credit authors for their work while doing research
2. Value lessons learned from an historical look at globalization
3. Value the importance of globalization in modern society
4. Respect other places and their cultures as subjects worthy of study

**Course Content Outline**
This course focuses on globalization and its dimensions, interactions among these dimensions, interactions between globalization (and its dimensions) with place and its inhabitants, and implications for place and the globalization processes.

**Outline**
Introduction

Globalization and Definitions

A Historical Perspective of Globalization

Dimensions of Globalization
   Economic Dimensions
   Political Dimensions
   Cultural/Social Dimensions
   Ecological Dimensions

Interactions among these dimensions
Ideologies of Globalization
   Market Globalism
   Justice Globalism
   Religious Globalism

Globalization and Place: Implications

The Future of Globalization

**Required materials**


Various web sites and online videos

Helpful web sites
   Global Policy Forum
   International Forum on Globalization
   YaleGlobal Online
   Globalization 101
   The Globalization website (Emory University)

**Learning Management System**
The learning management system, Desire2Learn, will include the syllabus, regular announcements, course modules with required reading and viewing materials, weekly outline based on modules, discussion forums, information and guides for evaluations and projects, and other necessary materials for the course.

**Assessment**

   (1) Online Discussions (15 points)
   (2) Two evaluations (60 points total)—objective and essay
   (3) Final Research Project (25 points) 7-8 pages (guide will be provided).

**Discussions**
This course includes regular (weekly) discussions. Each discussion includes four posts total: a response to the instructor’s question and three reactions by students to other student responses/reactions. Discussion questions emerge from the framework for the course. For example, students might be asked to examine one
dimension of globalization and its effect on place, or a combination of dimensions of globalization and the effect of this combination on place. Or students might be asked to provide examples of how a particular place adapts to, or fends off, globalization. Students may be asked to compare/contrast readings and videos. Explanation is an essential part of discussion.

Level of participation in discussions is based on:
One response and three reactions per week (four posts total)
Word length (125-150 words for each student post)
On time
Clear explanation for claims made in discussion
Alignment of posts with subject matter
Correct spelling, sentence structure

**Essays**
There are two essays (approximately 3-4 pages each), coinciding with two quizzes. Essay questions emerge from the framework for the course. For example, students might write about a specific dimension of globalization and its effect on a particular place, or how a place deals with globalization. Students might compare/contrast implications of economic globalization on different places with different backgrounds. Students might be asked to analyze a group of readings. These essays help develop writing styles and foster reasoning capacity. They help prepare students for the final project by focusing on various aspects of the research design process.

**Objective Quizzes**
There are two quizzes that cover assigned materials relevant to course content. These quizzes focus especially on issues related to globalization, its dimensions and their interaction, and interaction between these dimensions with place and its inhabitants.

Essays and objective quizzes together comprise evaluations.
There are two evaluations during the semester
Essays (3-4 pages) reflect different aspects of the descriptive framework
Objective quizzes are based on course materials (20-30 questions)

**Final Project**
A final project (8-10 pages utilizing MLA style) serves as a culminating project that emerges out of the course framework and earlier evaluations. It reinforces familiarity with the research design process.

Major criteria for the final project include several parts:
An introduction that sets out what the student intends to accomplish in the paper
Rationale for the study
Statement of the problem
Thesis statement
The student identifies and defines key terms
The student examines relevant literature
The student provides evidence to support the thesis
The student offers findings
The student connects the conclusion to the introduction

The final project is based on a rubric that provides insight into student understanding of the research design process.

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<thead>
<tr>
<th>EVALUATIONS</th>
<th>60</th>
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<tbody>
<tr>
<td>DISCUSSIONS</td>
<td>15</td>
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<tr>
<td>FINAL PROJECT</td>
<td>25</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
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**GRADING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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</tr>
<tr>
<td>A-</td>
<td>91-94%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>88-90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>85-87%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>82-84%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>79-81%</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>76-78%</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>72-75%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>69-71%</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>66-68%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>61-65%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failing (below 61%)</td>
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**STUDENTS ARE RESPONSIBLE FOR KEEPING TRACK OF THEIR GRADES**

**Late work policy**
Late discussion entries will not be accepted. Late papers are deducted one letter grade per day and after three days are not accepted. Students may make-up evaluations (essay and objective portions) only with a valid excuse—at the discretion of the instructor.

**Expectations for Students**
Since the course is online, regular participation in discussions and careful reading
and viewing of materials are essential – both for your own learning and for the success of the class as a whole.

The class that is involved and works well together tends to be the most successful and reaps the greatest benefits from the course. Please be supportive and respectful of your peers, feel free to question the material before you and be open to your own creative potential. Active participation in class is essential to develop the dialogue through which we learn, so the habit of passive silence or routine absences will be reflected in the final grade.

**Plagiarism**

“Plagiarism involves taking and presenting as one’s own the ideas or words of another, whether written or not, without full and proper credit to the source, regardless of whether it is done consciously or inadvertently. Examples include:

a. Downloading of papers or portions of papers from internet sources.
b. Submitting portions of other student’s papers.
c. Directly quoting or utilizing sources or intellectual property without proper citation.
d. Purchasing papers for submission.”

– From the *Ursuline College Student Handbook*.

**Course Outline**

**Module 1: Globalization-An Introduction** (1 week)

**Introduction**

Thomas Friedman, Globalization 3.0 (video), 2010  
[https://www.youtube.com/watch?v=MoHiMaZek3U](https://www.youtube.com/watch?v=MoHiMaZek3U)


Read: Steger, Ch. 1 Globalization: A Contested Concept

Globalization (video-8 minutes)  
[https://www.youtube.com/watch?v=3oTLyPPrZE4](https://www.youtube.com/watch?v=3oTLyPPrZE4)
What is Globalization?
http://www.globalization101.org/what-is-globalization/

**Module 2: Globalization: A Historical Perspective (1 week)**

Introduction

Read Steger, Ch. 2 Globalization and History

**Module 3: The Economic Dimension of Globalization (2 weeks)**

Introduction

Read: Steger, Ch. 3 The Economic Dimension of Globalization

Globalization: Debate on Globalization, 2011 (video 15 min.)
2011
http://0-search.alexanderstreet.com.library.ursuline.edu/view/work/2362982

The Pros and Cons of Globalization (article)
http://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/#6fa43c242170

Globalization Is Good. Films Media Group, 2003 (video-50 minutes)
Globalization at a Crossroads, 2010 (video-27 minutes).

Module 4: The Political Dimension of Globalization (2 weeks)

Introduction

Read Steger Ch. 4: The Political Dimension of Globalization


Module 5: The Cultural Dimension of Globalization (2 weeks)

Introduction

Read: Steger Ch. 5: The Cultural Dimension of Globalization


Globalization and Culture (article)
http://sociology.emory.edu/faculty/globalization/issues05.html
Globalization and Religion: video (7 minutes) 2008
https://www.youtube.com/watch?v=mY4vxDk2j9Q


EVALUATION 1

Module 6: The Ecological Dimension of Globalization (1 week)

Introduction

Read: Steger, Ch. 6: The Ecological Dimension of Globalization

Environmental Impacts and Sustainability: Issues in Globalization. Films Media Group, video (25 minutes), 2011


Module 7: Ideologies of Globalization (2 weeks)

Introduction

Read: Steger, Ch. 7 Ideologies of Globalization: Market Globalism, Justice Globalism, Religious Globalism


**Module 8: Globalization and Place (1 week)**

Introduction

Globalization and Place


**Module 9: The Future of Globalization (1 week)**

Introduction

Read: Steger, Ch. 8 Global Crisis and the Future of Globalization

Steger Reader: Dani Rodrik, “Designing Capitalism 3.0,” pp. 111-121
http://0-
search.alexanderstreet.com.library.ursuline.edu/view/work/3244748


EVALUATION 2

FINAL PROJECT

Academic Outcomes and Criteria for Assessment

Goals for Developmental Stage: Procedural Knowing Towards Constructed Knowing

This course on Globalization and Place bridges Stage Two and Stage Three of our core curriculum, the Ursuline Studies Program. Students enter Stage Two of the Ursuline Studies Program as “subjective knowers,” a focus of Stage One, with some sense of knowing based on personal experience. There has been some exposure to the immediate world around them and much more limited exposure to world societies and various connections. Generally, there is little sense of going outside the self.

This course helps to move students toward becoming “procedural knowers. It encourages students to look beyond themselves as knowers, to include experts in the field and their arguments, and to begin to evaluate the findings of experts as well as their own positions. In addition, it calls students to look beyond their host nation to the larger global arena.

Hopefully this course also helps move students from procedural knowing, in which students evaluate various perspectives in relation to each other, to “constructive knowers” in which one’s own knowledge is meaningfully integrated with that of
Academic Outcomes and Criteria for Assessment

To Analyze and Synthesize

<table>
<thead>
<tr>
<th>Specific Criterion</th>
<th>Method of Instruction or Learning Activity</th>
<th>Method of Assessment</th>
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</thead>
<tbody>
<tr>
<td>Students acknowledge that their intuitive responses may contain distortions</td>
<td>Use of on-line discussions to gain initial student responses to views of various authors.</td>
<td>Evaluation of discussions overall based on knowledge of expert viewpoints and interpretations</td>
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<td></td>
<td>Students respond to instructor’s posts in light of reading expert viewpoints</td>
<td>Evaluation of discussions (responses and reactions) based on length of response, alignment with subject matter under consideration, clear explanation, writing quality, and timely completion</td>
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<td>Students react to responses of other students and provide explanation for reactions in light of reading expert viewpoints.</td>
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<td>Instructor summarizes and classifies responses and reactions for students to make order out of responses</td>
<td>Evaluation includes contacts with students</td>
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<tr>
<td>Students identify a variety of sources of evidence, recognizing the complexity of the subject matter concerning globalization and place</td>
<td>Use of discussions linking evidence from various sources to arguments/viewpoints of authors</td>
<td>Evaluation of discussions (responses and reactions) based on criteria noted above</td>
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<tr>
<td>Students gather evidence from sources on globalization and place</td>
<td>Essays in which students provide evidence to support a particular argument of an expert in the field</td>
<td>Evaluation of discussions focused on clear explanation to support an argument</td>
</tr>
<tr>
<td>Students make logical inferences about the evidence</td>
<td>Essays in which students find a common/contrasting set of themes across readings of experts</td>
<td>Evaluation of essays (4 pages). Students must clearly indicate examples of evidence to support position by expert(s) in field and inferences author makes about the evidence.</td>
</tr>
<tr>
<td>Students make logical relationships among inferences, recognizing that some events and objects are open to more than one interpretation and may be viewed from different perspectives</td>
<td>Part of final project-students develop thesis based on globalization and place framework and provide evidence to support thesis</td>
<td>Evaluation of final paper (8-10 pages) utilizing course framework and based on research design components (especially use of evidence and making inferences about the evidence)</td>
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<td>Part of final project-students develop thesis that interprets relationships among dimensions of globalization and place</td>
<td>Evaluation of final paper based on research design components and aspects of globalization and place framework</td>
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### To Solve Problems

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<tr>
<th>Specific Criterion</th>
<th>Methods of Instruction or Learning Activity</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>Identify a problem situation and elements of the problem</td>
<td>Essays--students are asked to read a source and identify the problem presented by an author as well as the proposed answer to the problem</td>
<td>Evaluation of essays. Students must clearly indicate problem situation and elements of problem</td>
</tr>
<tr>
<td>Identify ways experts believe the problem can be solved</td>
<td>Online discussions—students are asked to compare/contrast different problems and problem-solving answers of authors</td>
<td>Evaluation of discussion (responses and reactions) based on clear understanding of problem situation (alignment with subject matter)</td>
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<td>Part of final project—students identify s problem and proposed solution</td>
<td>Evaluation of final paper utilizing course framework and based on research design components (especially capacity to state problem and provide solution)</td>
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<tr>
<td>Select and implement an approach to solving a problem that utilizes the experiences of experts</td>
<td>Application of course framework in understanding materials</td>
<td>Evaluation of discussions (responses and reactions) focused on connection to some aspect of framework (alignment with subject matter)</td>
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<td>Online discussions—present alternative approaches to solving a problem and have student respond to one or more approaches and also react to other students</td>
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<td>Essays--students are asked to identify alternative ways authors believe a similar problem is solved</td>
<td>Evaluation of essays. Students must clearly indicate approach experts use in solving problems especially use of evidence in reading materials</td>
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<td>Part of final project that presents a problem and thesis with evidence from experts in the field to support the thesis (one alternative is the use of a wiki to gather evidence)</td>
<td>Evaluation of final paper based on research design components (especially statement of problem and tentative solution to solve problem)</td>
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<td>Specific Criterion</td>
<td>Method of Instruction or Learning Activity</td>
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<tr>
<td>Demonstrate respect for the viewpoints of others in the group</td>
<td>Online discussions – students react to responses of other students</td>
<td>Evaluation of discussions (reactions and responses) based on criteria noted above</td>
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<tr>
<td>Recognize that student’s opinions may contain distortions</td>
<td>Online discussions – students react to responses of other students – helpful in considering alternative views</td>
<td>Evaluation of discussions (reactions and responses) focused on posts aligned with subject matter and good explanation</td>
</tr>
<tr>
<td>Practice a broader repertoire of group roles focusing on information-gathering and opinion-seeking and develop a learning community</td>
<td>Online discussions – responses represent viewpoints and reactions represent alternative viewpoints</td>
<td>Evaluation of discussions (responses and reactions) focused on reactions to viewpoints of other students</td>
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<td>Use of a wiki by students to collect quotes from various authors that capture their viewpoints</td>
<td>Ensure that all students participate in wiki</td>
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<td>Specific Criterion</td>
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<tr>
<td>Identify and examine the viewpoints of a variety of experts</td>
<td>Online discussions—students respond to viewpoints of experts and react to responses of other students</td>
<td>Evaluation of discussions focused on knowledge of viewpoints</td>
</tr>
<tr>
<td>Understand framework that helps to organize thoughts</td>
<td>Brief essays—students identify, compare, and contrast views of experts and discern their own views</td>
<td>Evaluation of brief essays. Students must identify several expert views and analyze them</td>
</tr>
<tr>
<td>Employ more complex techniques—analysis/synthesis</td>
<td>Part of final project—includes analysis/synthesis that ties back to thesis with evidence from experts in the field to support the thesis</td>
<td>Evaluation of final paper based on research design components (including analysis/synthesis that ties back to thesis)</td>
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<td>Part of final project includes a literature review that analyzes view of experts</td>
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<tr>
<td>Specific Criterion</td>
<td>Method of Instruction or Learning Activity</td>
<td>Method of Assessment</td>
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<tr>
<td>Students relate personal values to those of a society, one’s own and that of another time and place</td>
<td>Online discussions—students provide personal values in light of broader value systems in responses</td>
<td>Evaluation of discussion (responses and reactions) based on alignment with subject matter and clear explanation</td>
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<td>Demonstrate respect for values of others</td>
<td>Students involved in informed reaction to values of others</td>
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<td>Students appraise their values in light of new knowledge, recent experience, insight</td>
<td>Use of online discussions—students rethink their values through construction of shared knowledge (response and reactions) via online discussions</td>
<td>Evaluation of discussion (responses and reactions) based on alignment with subject matter and clear explanation</td>
</tr>
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<td>Evaluate critical issues in a society in light of a variety of value systems around the globe</td>
<td>Part of final project designed to have students analyze and integrate materials, including evaluation of critical issues in light of differing value systems within and across cultures</td>
<td>Evaluation of final paper based on research design components (especially recognition of value systems as part of understanding expressions around the globe)</td>
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## To Take Responsibility for Society

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<tr>
<th>Specific Criterion</th>
<th>Method of Instruction or Learning Activity</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>Acknowledge the complexity of social justice issues</td>
<td>Online discussions—students discuss a variety of social justice issues based on readings from experts</td>
<td>Evaluation of discussion (responses and reactions) based on alignment of subject matter and clear explanation</td>
</tr>
<tr>
<td>Describe and analyze a variety of viewpoints, especially those of experts, on social justice issues</td>
<td>Essays—students write to demonstrate understanding of viewpoints of experts</td>
<td>Evaluation of essays based on capacity to classify expert viewpoint viewpoints</td>
</tr>
<tr>
<td>Develop a plan to remedy unjust situations that take into account the context of the situation, principles of social justice, and needs of self</td>
<td>Part of final project designed to have students analyze and integrate materials, including evaluation of critical issues in light of differing value systems within and across cultures around the globe</td>
<td>Evaluation of final paper based on research design components (including recognition of value systems around the globe)</td>
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