School of Professional Studies

Meeting Agenda

September 15, 2011

3:30 p.m.

I. Review/Vote of May 2, 2011 minutes
II. Review/Vote of August 19, 2011 minutes
III. General Education Discussion (Attachment)
IV. Formation of Academic Discipline Ad-Hoc committees to review 2010-2011 Program evaluation results for the purpose of evaluation, core competency discussion and recommendations to the School and Faculty Senate.
V. Competency Testing - Business, PSYC and CJ
VI. Course Proposal Dr. Mary Goebel Lundholm (Attachments)
VII. Course Proposal Dr. Elina Ibrayeva (Attachments)
VIII. Formation of ad-hoc committee for School of Professional Studies Student Marketing
IX. Computer Laboratory 202 Discussion
X. Committee reports by faculty member
XI. Other business
Peru State College
General Studies Revision Proposal
September 12, 2011

Suggested Effort Parameters

- Advising documents must be complete by February 24, 2012.
- Approval process must be complete by January 27, 2012.
- Decision process must be complete by November 18, 2011.
- General Studies Program must range from 36 to 42 hours.
- Program prerequisites are allowable, but total credit hours for the General Studies Program plus prerequisite courses should not be much more than the current general studies limit (47 hours), plus MATH 100 and ENG 100.
- Separate graduation requirements are allowed, but should be minimal, preferably upper division integrative courses.
- The typical student can complete a degree in 120 hours given the pattern of credits, meaning courses with less than or more than three hours should be carefully considered in combinations equaling three hours.
- Double counting policy for major and general studies still applies.
- Maintain and strengthen writing skills and critical thinking skills, per faculty and assessment-driven priorities.
- Program includes an interdisciplinary upper division capstone requirement focused on the development of critical thinking skills.
- Program should include a course in community development per the strategic plan.
- Use current goals, assessment and best practices information in decision efforts.
- Consider new cognate area descriptions and goal adjustment after discussions.
- Consider impact on BAS and BA degrees.

Process To-Date

During 2010/11, the General Studies Program was evaluated by the A & C Committee in terms of constituency input and best practices. The Committee prepared a report of its findings but did not make any curriculum recommendations as the program constraints associated with changes in policy 4140 were not finalized by the Nebraska State College System Board of Trustees. The Board revised policy 4140 during its June meeting. Dr. Davis prepared an individual proposal dated June 2011 that is based on his experience as A & C Committee Chair. Key aspects of Dr. Davis proposal:

- changes in the program categories from discipline to process characterizations;
- elimination of the global studies requirement;
- elimination of the health/activity requirement;
- addition of a multiculturalism requirement (which could replace global studies as a capstone requirement);
- specification of a philosophy requirement;
- silent on technology graduation requirement (not currently part of the General Studies Program).
Dr. Drew considered the changes proposed by Dr. Davis and, using his proposal as a starting point, made several suggestions. Dr. Davis' and Dr. Drew's proposals were considered by the A & C Committee on September 9, 2011. The committee recommended getting input on Dr. Drew's proposal from the Schools. Changes from Dr. Davis individual proposal, offered by Dr. Drew to A&C Committee:

- changed some of the phrasing and order of presentation;
- added a section on program prerequisites (using current or to be developed standards, the very well prepared would not need to take specific courses in Math, English, Speech, and Software Applications, in the last case replacing the current technology requirement);
- lowered the course level of Statistics to indicate the course should be taken earlier;
- made COLL 101 a two credit course to reflect effort associated with course for students and faculty, provide more time for critical thinking skills focus, and exactly meet 120 hour limit (in conjunction with the 1 hour lab requirement in this proposal);
- added an interdisciplinary upper division requirement, similar to current global studies requirement, but with a focus on issues and resolution and broadened to include a community level course per the strategic plan;
- added a two course focus in the social science area to promote some depth of study (students won’t stop short in the middle of a discipline sequence).

Changes were made to the September 9, 2011 proposal to include feedback by the President and Deans on September 12, 2011. This proposal will be sent to the faculty for consideration in school meetings the week of September 12, 2011. Changes at this stage:

- changed some phrasing and added more descriptive information for each section;
- made clear MATH 110 would still count;
- added a course choice, ENG 309 in the communications area;
- added a separate human behavior science requirement.

Current Proposal Information

Program Prerequisites – Not included in the proposed General Studies Program, but are required of all students as program prerequisites unless placement standards are met. Placement standards can be revised or created if necessary. Effectively most students will have one or more requirements in this area. The less prepared would take up to 18 hours.

- Effective Writing Skills (use current standards for placement in ENG 100 or ENG 101?)
- Effective Math Skills (use current standards for placement in MATH 100, Math 110, or MATH 112?). Will MATH 120 still be needed for Business Program?
- Effective Verbal Communication Skills (develop assessment standards, completion of speech course in HS with B or better?)
- Effective Computer Skills (develop assessment standards, software apps course in HS with B or better?)
Collegiate Skills (8 hours)

- Introduction to Collegiate Education – COLL 101 (increased to 2 hours)
- Collegiate Communication – ENG 201, Eng 309 Creative Communications (rename from Creative Writing and include presentation component) or BUS 301 Organizational Communications
- Quantitative Reasoning – MATH 240 (currently offered as 340)

Perspectives on Values, Thought, and Aesthetics (9 hours)
One course in each of the following areas:

- Literature
- Fine and Performing Art
- Philosophy

Methods of Inquiry and Explanatory Schema (minimum 16 hours)
One course in each of the following areas, except for the social science focus studies two course sequence. One course must include a lab component.

- Physical Science
- Biological Science
- Behavioral Science (one Psychology, Sociology, or Anthropology course)
- Social Science Focus Studies (2 courses required)
  - History Sequence (American or World Civ), or
  - Economics Sequence, or
  - Political Science & Human Geography

Integrated Learning and Decision Studies (3 hours)
One interdisciplinary upper division course covering:

- Community Issues and Development, or
- Global Issues and Development, or
- Comparative Culture Studies

Total Hours: 36 hours for the formal General Studies Program, and up to 54 hours for the less prepared. Current requirements are up to 56 hours (up to 47 in the General Studies, plus 6 for those who need MATH and ENG 100, plus 3 for those who take CMIS 101).
Course Proposal Form

Directions: Please type. Complete each blank and attach course syllabi in current PSC format. Complete only items 1-6 and 12-15 when proposing a course deletion.

Check one: ☑ New Course  ☐ Modified Course  ☐ Deleted Course

1. Name of Faculty Sponsor: Dr. Mary Goebel-Lundholm  Date: Sept. 15, 2011
2. School: PSC
3. Course Number and Title: BUS 499 Italian Business and Culture
4. New Course Number and Title: Italy Business and Culture Study Abroad
5. Course Description/Modification:
   This course is designed to create an appreciation of the Italian values and culture through the study of business and experiential learning. The goal is to develop an appreciation for and perspective of Italian business and culture learning from first hand experience and visits to Italian business and culturally renowned sites.

6. Credit Hours: 3  7. Grading System: A, B, C, D, F
   Course be taken for additional Credit?

9. Prerequisites: None
10. Special Features: Study in Italy. Guided tours in Rome and surrounding area, business visits
11. Term Course will first be offered/deleted: September 2012
12. Cite relevant catalog pages: NA
13. Rationale for Proposal: Add international experience to study
   Basic business courses and Humanities classes recommended. Admission to study in any of the Nebraska College System Institutions required.
14. How does this new/modified/deleted course affect existing programs or courses, staffing, and budget? (e.g. impact on rotation schedule, need for overloads, and/or acquisition of new equipment, etc.)
   All costs to be absorbed by course price structure except 2.5% for course for instructor
15. Describe any necessary modification to the current assessment program. (e.g. capstone rubric changes, live-text impact, etc) None

16. What are the limitations (if any) to offering this new/modified course at other sites other than the Peru campus? None
17. Is this course being proposed as a general studies option? If yes, answer question 18 on next page.

Senate Sponsor: ________________________________  Date: ________________
School Dean: ________________________________  Date: ________________
☐ Route to Teacher Education Committee: N/A  Approved/Denied  Date: ________________
   (If course is applicable to teacher education program)
☐ Route to Academics and Curriculum Committee:  Approved/Denied  Date: ________________
Faculty Senate - 1st reading ____________________  Date: ________________
Faculty Senate - 2nd reading ____________________ Approved/Denied  Date: ________________

Copies to: Sponsoring Faculty Senate Member, Dean  Peru State College, Approved 2008
18. Explain how the course meets the objective(s) of the general education program and the category (e.g. social science) in which it belongs.

This course meets General Education requirements designed to increase the student’s appreciation of Italian values, culture and business via a course of directed studies and experiential learning. The use of blogs, cell phones and other technology will increase the student’s knowledge of how to operate in the international arena. The student will gain knowledge in the business field related to Italian industry and management. As many Italians do not speak English, it will be necessary for the students to discern a means of communication. The course clearly meets requirements of global studies as immersion in Italian culture will create an appreciation for a new culture. From the perspective of history, and humanities, the tours of Rome and the surrounding area are based in historical and artistic features. An experience in a new cultural setting requires the student to move out of their comfort zone as they interact with Italians to order food, travel, etc. Immersion in a new culture serves diversity goals and serves to increase the desire to know more. Promoting research of Italian culture and business enhances the student’s commitment to gaining a broader understanding of the global world in which they will live and work.

Below is a listing of the objectives of the general education program.

- Effective communication skills
- Computer skills
- Critical and independent thinking
- Capacity for change
- Prepared to assume roles as civic leaders
- Equipped to pursue intellectually, ethically, aesthetically, and physically rewarding lives.
- Diversity Enhancement

Senate Sponsor: ____________________________ Date: ____________
School Dean: ______________________________ Date: ____________
☐ Route to Teacher Education Committee: N/A Approved/Denied Date: ____________
   (If course is applicable to teacher education program)
☐ Route to Academics and Curriculum Committee: Approved/Denied Date: ____________
Faculty Senate - 1st reading __________________________ Date: ____________
Faculty Senate - 2nd reading __________________________ Approved/Denied Date: ____________

Copies to: Sponsoring Faculty Senate Member, Dean
2008
Peru State College, Approved
Peru State College
BUS499, Italian Business and Culture Study Abroad
Class Syllabus Summer 2012

Instructor/Facilitator:
Dr. Mary Goebel-Lundholm
Mgoebel-lundholm@peru.edu

Class Dates:
June 4 – August 4, 2012.

Course Description and Objectives:
Italy has had a great influence on the world in regards to modern thinking, business, cuisine, art, style and design. This course is designed to create an appreciation of the Italian values and culture through skill development and experiential learning. The goal is to gain a perspective through the unique impact culture has on business operation and develop an appreciation for the unique culture of Italy. Additionally, the course will examine and compare and contrast the American and Italian culture and values.

Upon completion of this course you should be able to:

1. To understand and analyze several cultural differences between Italy and America and appreciate without judgment some of values that support these differences.

2. To define key worldview shifts in Western Europe especially as demonstrated and reflected in Italian business.

3. To classify and discuss the value and limits of Italian business models.

4. To recognize and demonstrate the impact that Italian culture and values play in the world of business.

5. To interpret the components of your personal worldview and evaluate your tolerance in cross-cultural settings.

Grading:
This is a letter-graded course: A, B, C, D, or F:
A (90-100 points), B (80-89 points), C (70-79) points, D (60-69 points), or F (59 points or less)

Course Format:
Course via Blackboard

Required Textbooks:
Week of 6/10
Post introductions to Discussion Board (not graded)
Peng Chapters 1, 2 & 3
Hess Chapters 1 & 2

Week of 6/17
American Values paper due 6/21; post to discussion board
Peng Chapters 4 & 5
Hess Chapters 3 & 4

Week of 6/24
Discussion board assignment
Peng Chapters 7, 8 & 9
Hess Chapters 5 & 6

Week of 7/1
Italian Values Paper due on 7/5; post to discussion board
Peng Chapters 10 & 11
Hess Chapters 7 & 8

Week of 7/8
Discussion board assignment/prepare for trip/create Blog

July 15-July 24
In Italy (see itinerary)

Final Week: Final paper due midnight Thursday

Anticipated Cost and Itinerary:

Anticipated Cost:

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*The above rates are based on exchange rates in effect September 6, 2011 and are subject to change and confirmation of space. 1.00 Euro = $1.41 US Dollars
Does not include airfare.*

DEPOSITS: A group deposit of $500.00 is due with the signed contract. No work may begin until the signed contract and deposit are received.
Taxes and Tips:
- All taxes and tips for provided services including end of tour tips for guide and driver(s)

NOT INCLUDED:
- Costs of technical visits (facility charges) indicated in the itinerary
- Meals, other than as indicated above
- Luggage handling
- Beverages, except with breakfast
- Items of a personal nature, such as passport fees

Peru State College Italy – Preliminary Itinerary

(Itinerary and Technical Visits are subject to change. Visits listed below are suggested and subject to confirmation.)

Sunday, July 15, 2012       Depart
Our journey begins as we board our flight to Rome Italy.

Monday, July 16, 2012       Rome
Upon arrival in Rome, a local guide joins us as we become acquainted with the city that was the birthplace for much of our civilization. After a brief driving tour of Rome we stop to visit the Capitol Hill area, the Roman Forum and the Colosseum to see the actual location where gladiators fought to their death. Dinner this evening at our hotel.

Tuesday, July 17, 2012       Rome
After breakfast is our first technical visit as we spend time learning about business and industry in Italy.

Wednesday, July 18, 2012      Rome
This morning we visit Vatican City and St. Peter’s Cathedral, home of the Roman Catholic Church and the largest building in Christianity. Also included is a visit to the Vatican Museum and the Sistine Chapel. After lunch (on our own) we continue with a walking tour to Piazza Navonne, the Pantheon and Trevi Fountain.

Thursday, July 19, 2012       Rome
We continue our exploration of the customs and operations of business in Italy today with another technical visit.

Friday, July 20, 2012 Rome
Today is a full day of technical visits. This evening we take a stroll to see Trevi Fountain at night.

Saturday, July 21, 2012       Rome
each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run database and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “…will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate
Course Proposal Form

Directions: Please type. Complete each blank and attach course syllabi in current PSC format. Complete only items 1-6 and 12-15 when proposing a course deletion.

Check one:  X New Course
      □ Modified Course
      □ Deleted Course

Date: 09/15/2011

1. Name of Faculty Sponsor: Dr. Elina Ibrayeva

2. School: Professional Studies

3. Course Number and Title:

4. New Course Number and Title: HP 3XX Global Studies and Development

5. Course Description/Modification:
The goal of this course is to explore complex global issues from an interdisciplinary perspective. The course examines how change and innovation are continuously transforming human endeavors such as technology, business, politics, laws, culture and arts. We will investigate how innovation and change can provide new solutions to the many challenges humanity faces, yet may create novel problems and unintended consequences.

6. Credit Hours: 3  7. Grading System: A-F  8. May Course be taken for additional Credit?

9. Prerequisites: HP 101, or permission of Director of Honors Program

10. Special Features: Will include a field trip, DVD showings, and cross-cultural simulations.

11. Term Course will first be offered: Fall 2012

12. Cite relevant catalog pages for catalog 20 - 20:

13. Rationale for Proposal:
Adding the course increases the choice and diversity of courses available to Honors Program students. Moreover, the course is highly interdisciplinary and integrative in nature, and requires a substantial amount of critical thought and problem solving.

14. How does this new/modified/deleted course affect existing programs or courses, staffing, and budget? (e.g. impact on rotation schedule, need for overloads, and/or acquisition of new equipment, etc.)

The professor teaching the course would be assigned 3 credit hours of load. A room that fosters group discussion and presentations will be required for this course.

15. Describe any necessary modification to the current assessment program.
   (e.g. capstone rubric changes, live-text impact, etc) None.

16. What are the limitations (if any) to offering this new/modified course at other sites other than the Peru campus? Faculty expertise in the areas covered in the course must be available.

17. Is this course being proposed as a general studies option? If yes, answer question 18 on next page.

   X Yes □ No

Senate Sponsor: ____________________________  Date: ____________

School Dean: ____________________________  Date: ____________

□ Route to Teacher Education Committee: N/A Approved/Denied  Date: ____________
   (If course is applicable to teacher education program)

□ Route to Academics and Curriculum Committee: Approved/Denied  Date: ____________

Faculty Senate - 1st reading ____________________________  Date: ____________

Faculty Senate - 2nd reading ____________________________ Approved/Denied  Date: ____________

Copies to: Sponsoring Faculty Senate Member, Dean

Peru State College, Approved 2008
Course Proposal Form

18. Explain how the course meets the objective(s) of the general education program and the category (e.g. social science) in which it belongs.
This course will include discussions with ample peer interaction and cooperative learning, with the underlying goal of improving students' communication skills. The class gives students practice at finding and integrating information from multiple sources and using presentations to communicate and convince others, skills which are valued in many of today's workplaces. The course also requires each student to take on a leadership role and build his or her ability to inspire others while taking responsibility for the quality of the project at hand. Another significant underlying goal of the course is improving each student as a critical thinker and problem solver, for example, by increasing their understanding of the complexity and interconnectedness of issues confronting us today. The course requires students to take charge of their own learning, giving them substantial freedom to study the issues in which they are most interested in, and which they consider to be most relevant and important, hopefully sparking curiosity and capacity for ongoing independent learning. By encouraging life-long learning, this course builds the students' capacity for change and ability to pursue intellectually, ethically, aesthetically, and physically rewarding lives. Because the nature of the course is global in nature, the students are exposed to knowledge of multiple societies and cultures, enhancing their understanding of diversity.

Below is a listing of the objectives of the general education program.

- Effective communication skills
- Critical and independent thinking
- Capacity for change
- Prepared to assume roles as civic leaders
- Equipped to pursue intellectually, ethically, aesthetically, and physically rewarding lives.
- Diversity Enhancement

Senate Sponsor: ________________________________ Date: __________
School Dean: ________________________________ Date: __________
☐ Route to Teacher Education Committee: N/A Approved/Denied Date: __________
   (If course is applicable to teacher education program)
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Faculty Senate - 1st reading ______________________ Date: __________
Faculty Senate - 2nd reading ______________________ Approved/Denied Date: __________

Copies to: Sponsoring Faculty Senate Member, Dean
Peru State College, Approved
2008
1. Honors Courses address topics that are: (a) historically important to the intellectual and/or social development of societies and their institutions; (b) interdisciplinary in scope, i.e., integrating multiple academic disciplines into a coherent approach to understanding the topic; and (c) of concern to contemporary issues or debates.

(a) **Historically important to the intellectual and/or social development of societies and their institutions:**

As a part of this course, students select, research, and create a presentation on a specific problem within each of the following four global issues: 1) Environment & Population, 2) Unintended Dangers of Scientific/Technological & Business Innovations, 3) Poverty & Hunger, and 4) Wars & Ethnic Tensions. Each of these issues is of incredible historical importance to the intellectual and social development of societies, and each one has shaped the course of human history. Although the focus is on contemporary global issues, the role and influence of history is naturally examined throughout the course. For example, one of the presentations gives students an opportunity to compare and contrast civic or human rights leaders from two different time periods. Another gives students an opportunity to explore the history of an innovation such as the automobile, from its invention to today’s most modern car technologies. Moreover, the course highlights how change and innovation can be a key to economic and social development.

(b) **Interdisciplinary in scope, i.e., integrating multiple academic disciplines into a coherent approach to understanding the topic:**

There are four themes in the course, all of which are associated with assigned readings, readings discussions, and research presentations: 1) Innovation in Science & Technology, 2) Political & Legal Change, 3) Economic Change & Innovation in Business and 4) Arts & Cultural Change. These perspectives are not studied in isolation. In fact, the intersecting, interdisciplinary, and integrative nature of both the problems and the solutions to the global challenges facing humanity is at the heart of the course. One of the objectives of the course asks students to observe that developing solutions to the complex and interconnected challenges facing the world today requires an ability to integrate knowledge and insights from multiple human endeavors, such as science, business, culture, arts, and the political/legal system.

(c) **of concern to contemporary issues or debates:**

The course is specifically designed to challenge the students to explore issues that are current and developing. Change and innovation that is currently ongoing in the areas of Science & Technology, Political & Legal Systems, Economics & Business, and Arts & Culture will be researched and examined throughout the course. Articles used in the course textbook are from contemporary news publications, and are written by journalists and experts of their respective fields.
2. Honors Courses must: (a) teach critical thinking skills; (b) include extra-curricular course activities relevant to the course content; (c) focus in-class activities on discussion, debate, and/or other non-lecture type teaching methods; and (d) include readings from the primary and historical literature on the subjects discussed.

(a) Teach critical thinking skills:
Perhaps the most significant underlying goal of the course is improving each student as a critical thinker and problem solver, for example, by increasing their understanding of the complexity and interconnectedness of issues confronting us today. The course requires students to take charge of their own learning, giving them substantial freedom to study the issues in which they are most interested in, and which they consider to be most relevant and important, hopefully sparking curiosity and capacity for ongoing independent learning.

(b) Include extra-curricular course activities relevant to the course content:
The course includes a trip to the Durham Museum of Omaha, where the students will seek to learn more about the history of scientific/technological innovations and the effects they had on the lives of people. The course also includes a trip to the Joslyn Art Museum of Omaha, so that students can find art that inspires and impresses them, and adds to the experience of studying Arts & Cultural Change. The design of this course, which gives students the opportunity to study a country of their choice across a variety of projects throughout the class, makes this class ideal as a prelude to a student trip to another country.

(c) Focus in-class activities on discussion, debate, and/or other non-lecture type teaching methods:
Class discussions, led and organized by student leaders, take a significant portion of the scheduled course time. Students teach others through giving presentations on the topics they are most interested in. Relevant DVD materials with proper educational viewing rights will be used to supplement traditional lectures.

(d) Include readings from the primary and historical literature on the subjects discussed.
Articles used in the course textbook, “Global Issues: Annual Editions, 2011/2012” by Robert M Jackson, are from contemporary news publications, and are written by journalists and experts of their respective fields. Primary sources are expected as a part of student research. For example, in one presentation, students have the opportunity to present the work of an artist by actually exhibiting a copy of his or her painting/poetry/etc. In other presentations, students are expected to read and utilize actual websites of the companies they are researching. The use of historical and biographical literature as sources for student research will be encouraged throughout the course. A list of recommended primary and historical sources on various studied topics will be distributed in the course.
Peru State College, Peru, NE
HP3XX Global Studies and Development
Course Syllabus – Fall Semester 2012

Instructor: Elina Ibrayeva, Ph.D
Office: TJMajors 237
Office Hours: To be determined
Office Telephone: 402-872-2203
Email Address: eibrayeva@peru.edu
Course Meets: To be determined

Required Software: None
Prerequisites: HP 101, or permission of Director of Honors Program

Course Description & Objectives:
The goal of this course is to explore complex global issues from an interdisciplinary perspective. The course examines how change and innovation are continuously transforming human endeavors such as technology, business, politics, laws, culture and arts. We will investigate how innovation and change can provide new solutions to the many challenges humanity faces, yet may create novel problems and unintended consequences.

Upon completion of this course you should be able to:

1. Observe that developing solutions to the complex and interconnected challenges facing the world today requires an ability to integrate knowledge and insights from multiple human endeavors, such as science, business, and the political/legal system.

2. Examine how the combined effort of innovation in science & technology and commercialization by business can foster economic development around the world.

3. Observe that innovation in one human endeavor (such as technology) can spur innovation and change in another (such as art or business).

4. Collaborate with others to gather and integrate knowledge from various disciplines toward a better understanding of complex problems.

5. Explore the negative aspects of innovation and change, including the unintended consequences of economic and technological progress.

6. Practice being an intellectual leader who inspires and draws upon the talents and strengths of others to develop solutions to multifaceted problems.
At the beginning of the course, we will discuss how these objectives fit into the College’s and School’s mission and goals. The instructor reserves the right to modify any aspect of the course syllabus or content. Any modifications will be communicated to students in advance.

Expectations & Instructional Approach
This course will include discussions with ample peer interaction and cooperative learning, with the underlying goal of improving students’ communication skills. The class gives students practice at finding and integrating information from multiple sources and using presentations to communicate and convince others, skills which are valued in many of today’s workplaces. The course also requires each student to take on a leadership role and build his or her ability to inspire others while taking responsibility for the quality of the project at hand. Another significant underlying goal of the course is improving each student as a critical thinker and problem solver, for example, by increasing their understanding of the complexity and interconnectedness of issues confronting us today. The course requires students to take charge of their own learning, giving them substantial freedom to study the issues in which they are most interested in, and which they consider to be most relevant and important, hopefully sparking curiosity and capacity for ongoing independent learning.

Participation, particularly in course discussions and as part of group projects, is expected as a way to learn from each other, and constitutes a portion of the course grade.

I welcome questions from students at all points during the class! When asking the professor a question by email, please include 1) your full name, 2) course name or number, and 3) assignment title (if relevant). Be as specific as possible. This enables me to provide a quicker and possibly more effective answer.

Assessment and Grading
Attendance Policy
Attendance is required. Any student who misses 5 or more classes will receive a failing grade for the class. The exception is any class missed due to a medical emergency or accident – documentation is required for all cases (for example, from the doctor’s office). Please note that tardiness (coming in after attendance is taken) will be counted as an absence.

The No-Late-Work Policy:
No late assignments will be accepted except in case of a medical emergency or accident; documentation is required (for example, from the doctor’s office). This policy applies to ALL assignments in the class.

If you do not already do this, I highly recommend keeping an academic planner listing all of your upcoming semester-long obligations and due dates, thus ensuring you allow for adequate time to meet all deadlines. Part of learning to be a successful student is learning to balance and prioritize one’s time. If you would like to learn more about time
management strategies, there are excellent guides out there, including: "The 7 Habits of Highly Effective People" by Stephen R. Covey and "10 Natural Laws of Successful Time and Life Management" by Hyrum W. Smith (not required for the class).

Grading Scale:

A = 90-100%
B+= 85-89.99%
B = 80-84.99%
C+ =75-79.99%
C =70-74.99%
D+ =65-69.99%
D = 60-64.99%
F = 59.99% and below

<table>
<thead>
<tr>
<th>Theme Presentations (35 points X 4)</th>
<th>140</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue Presentations (35 points X 4)</td>
<td>140</td>
</tr>
<tr>
<td>Article Reflections (15 points X 8)</td>
<td>120</td>
</tr>
<tr>
<td>Leadership Grade</td>
<td>50</td>
</tr>
<tr>
<td>Cumulative Reflection Essay</td>
<td>25</td>
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<tr>
<td>Omaha Trip Report</td>
<td>25</td>
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<tr>
<td>Total Points</td>
<td>500</td>
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<tr>
<td>Article Discussion Participation Extra Credit (5 points X 8)</td>
<td>40</td>
</tr>
<tr>
<td>DVD Worksheet Extra Credit</td>
<td>10</td>
</tr>
<tr>
<td>Total Points with Extra Credit</td>
<td>550</td>
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</tbody>
</table>

Assignment Instructions

**THEME PRESENTATION INSTRUCTIONS**

There are four themes in the course: 1) Innovation in Science & Technology, 2) Political & Legal Change, 3) Economic Change & Innovation in Business and 4) Arts & Cultural Change. You are required to work with a small group to create one presentation for each theme. Each theme contains two possible alternative presentations, and it is your responsibility, in your group, to select one that fits your interests best. For example, for the “Innovation in Science & Technology” theme, choose either the “Country Focus” or “Cutting Edge” presentation to fulfill the requirements of the course.

Presentations will be graded on the content (whether the topic you selected matched the assignment requirements, the quality and amount of information presented, and the quality of thought used to make sense and organize the information), style of presentation (whether the proper spelling/grammar was used, whether sources were adequately cited), and style of delivery (Did you engage the audience? Could the audience hear you properly?). Please see the grading rubric (later on in the syllabus) for further details on grading.
Country Focus Presentation: Innovation in Science & Technology
Find a company or institution that uses innovative technology in a country of your choice as it produces and/or sells its products or services there. Please choose a country other than that in which you have lived most of your life. Describe the products and/or services. Who are the users? Discuss the benefits and any dangers to the society due to the introduction of the technology/products. Include any interesting/surprising facts you learned during your research. Use websites, news articles, and other sources to illustrate your presentation, giving proper citations. For example, you might cover Google’s expansion into China, and the effects Google had on Chinese economy and society. Your presentation should be a minimum of 20 slides in length.

ALTERNATIVE ASSIGNMENT:
Cutting Edge Presentation: Innovation in Science & Technology
Find an example of a company or institution that is pioneering an area of science or technology, and/or creating innovative products/services. Describe the technology and/or the products/services. Who are the users and what countries do they live in? What are the benefits and the risks? What are the future possibilities? Include any interesting/surprising facts you learned during your research. Use websites, news articles, and other sources to illustrate your presentation, giving proper citations. For example, you might choose to profile a company such as Intuitive Surgical®, which is creating robots that assist in minimally invasive surgeries (http://www.intuitivesurgical.com/). Your presentation should be a minimum of 20 slides in length.

Country Focus Presentation: Political & Legal Change
Provide a brief overview of the political system in a country of your choice. Please choose a country other than that in which you have lived most of your life. Describe a political or legal change that is having (or has had) a role in shaping the history of the country of your choice. For example, you might write about Egypt and the revolution (leading to the regime change) that occurred in the country in 2011. Your presentation should be a minimum of 20 slides in length.

ALTERNATIVE ASSIGNMENT:
Human Rights/Political/Civic Leader Comparison Presentation: Political & Legal Change
Your goal is to profile two human rights or civic leaders who worked in different parts of the world and/or different time periods. Compare the environment/situations in which they worked. How were the challenges facing these two people are different yet same? Compare their motivations – what made them do what they did? For example, you might compare and contrast two philanthropists: Bill Gates and the Bill and Melinda Gates Foundation to John D. Rockefeller and the Rockefeller Foundation. Your presentation should be a minimum of 20 slides in length.

Country Focus Presentation: Economic Change & Innovation in Business. Provide a brief overview of the economic system in a country of your choice. Please choose a
country other than that in which you have lived most of your life. Research a company that was founded in a country of your choice and which now has presence in other countries. Alternatively, research a company that was founded outside the country of your choice but now operates in the country of your choice. Your presentation should include interesting information about the company, its history, products, and any adaptations that are made to its products or ways of doing business to appeal to customers in different countries. Your presentation should be a minimum of 20 slides in length.

ALTERNATIVE ASSIGNMENT:
Intersections of Business & Science/Technology Presentation: Economic Change & Innovation in Business
Select an innovation that has had a widespread global impact on the way humans live their lives (for example: airplane, electricity, telephone, personal computer, or internet). In the first part of your presentation, profile important people in invention and/or commercialization of that product. Include short biographies of these individuals – why and how did they participate? In the second part of your presentation, describe the effects the innovation had on business – did it give birth to other industries and products? Did it “kill” any industries or products? For example, the automobile, made drive-thru restaurants possible but killed much of the horse carriage industry. The internet made online bookstores possible but made life harder for some “brick and mortar” bookstores. In the third part of your presentation, describe any continuing/recent innovations of the product (for example, hybrid cars if you are covering the automobile). Your presentation should be a minimum of 20 slides in length.

Country Focus Presentation: Arts & Cultural Change
Research a painter, writer, poet, sculptor, or an artist who was born in the country of your choice. Please choose a country other than that in which you have lived most of your life. Include some biographical information, describe the artist's work and include examples of the work, if possible. Your presentation should be a minimum of 20 slides in length.

ALTERNATIVE ASSIGNMENT:
Intersections of Arts with Business & Technology Presentation: Arts & Cultural Change
Find and describe examples of artistic work in which technology is an important component. For example, you might describe how new filming technologies made films like “Rise of the Planet of the Apes” and “Avatar,” in which many of the characters were created digitally, possible. Alternatively, find and describe examples in which a combination of technology and business has opened up new opportunities or platforms to artists. For example, you might profile a website, such as deviantART.com that enables artists to sell their work internationally and communicate with a global community of artists. Your presentation should be a minimum of 20 slides in length.
ISSUE PRESENTATION INSTRUCTIONS
Please see these instructions in the “Issue Leadership & Issue Presentation Instructions” section of syllabus.

LEADERSHIP INSTRUCTIONS
Each student will be required to take on a leadership role during the class, as an Article Discussion Leader, an Issue Leader, or a Semester-Long Discussion Facilitators. A sign-up sheet will be available at the beginning of the course, listing available leadership roles. The roles will be distributed on a “first come, first served” basis.

Article Discussion Leadership Instructions:
Your task as an article discussion leader is to spark, shape, guide, and evaluate the discussion of the assigned readings while encouraging your classmates to contribute meaningfully. The article discussion leader is required to create a list of 5 questions about the assigned readings that inspire thought and debate. I encourage you to come up with questions that span several articles and that require substantial reflection and analysis prior to answering. The questions cannot have simple or “yes” or “no” answers! For example, for our “Poverty & Hunger” issue reading, you might ask the following question: “What are the similarities and differences of how the authors view the cause of poverty?” These questions should be distributed to the class at least one class meeting prior to the discussion.

Your classmates will be required to choose and answer 2 of the 5 questions you create through a short reflection paper, which will be due at the beginning of class in which the discussion is scheduled to take place. If, during the discussion, you notice that a certain classmate has participated little, you should try to bring them into the discussion by asking them a question. Your goal will be ensure that the questions you create are answered as thoroughly as possible through the discussion. You will also be responsible for identifying the two students who made the most valuable contributions to the discussion (not including yourself). You will need to write down their names on a piece of paper and hand this in to the instructor, so that she can give these individuals extra credit discussion participation points. You, as an article discussion leader, will be graded on the quality of the questions you create and on how successfully you shape, guide, and evaluate the discussion that follows.

Issue Leadership & Issue Presentation Instructions
Each of the issues we will study in class will have an Issue Leader, a student who volunteered or was selected. The Issue Leader will come up with 5 specific problems falling under the Issue category. For example, for the “Unintended Dangers of Scientific/Technological & Business Innovations” issue, the leader will propose five problems that arose as an unintended consequence of scientific or technological innovation or as a result of economic development. As an example, the Issue Leader might propose the following: 1) 2010 Gulf of Mexico Oil Spill, 2) Ongoing Deforestation of the Amazon, 3) United States Mortgage Crisis of the late 2000s, 4) Decline of Brick and Mortar Bookstores due to Proliferation of Online Booksellers, 5) Decline of Landline
Phones due to Cell Phone Usage. The class will then vote to determine which issue will be selected for research and presentation.

It will be the Issue Leader’s responsibility to give an introduction, which includes an outline of what the problem is, how, when, where, and why it arose. This presentation should be a minimum of 20 slides in length. Additionally, the Issue Leader should divide the class into some or all of the following four groups:

- Science & Technology
- Legal and Political System
- Business
- Culture (and/or Arts)

Each team of students should then create a presentation which describes how the group to which they were assigned was contributed or was involved in the creation of the voted-upon problem, and/or attempts to solve the problem. The team should also propose how each area might contribute to a solution of the problem. For example, if “2010 Gulf of Mexico Oil Spill” was voted to be the chosen problem, the team that was assigned into the “Legal and Political System” group would present on the legal and political aspects of the disaster, outlining any involved regulations and legal repercussions. The team would also propose how the legal/political system could be part of the solution for this disaster, or similar future disasters. The team’s presentation should be a minimum of 20 slides in length.

If the Issue Leader believes that one of the four above groups was not significantly involved in a certain problem, he or she should make the decision to divide the class into only 3 groups. For example, he or she might decide that “Culture (and/or Arts)” was not very relevant to the “2010 Gulf of Mexico Oil Spill” and cover only the roles of science/technology, legal/political system, and business.

As the culmination of the discussion, the Issue Leader should think about all the ideas presented by the different teams, and come up with a brief speech to conclude the presentation. This speech should summarize and integrate the ideas presented by the teams. If possible, the Issue Leader should propose several solutions to the problem that integrate all the presented findings.

**Discussion Facilitator Instructions**

This role is semester-long. Your responsibility will be to help the Article Discussion Leader to spark interesting and engaging discussions. You should have comments and insights and additional questions and jump in if the discussion goes “silent.” You should also help steer the discussion back on topic if it ever gets too “off track.” The instructor will grade your performance (at the end of the semester) based on how well you performed in these responsibilities.

**OMAHA TRIP REPORT INSTRUCTIONS**

Work individually. Your report should consist of two sections, as described below. It is not necessary to write the report in an essay form, bullet points are fine.

*Durham Museum:*

- List 3 scientific/technological artifacts or products you were most impressed by.
- What business produced each item (if you were able find this information)?
- What else did you learn about each item?
- Why do you think it had once been an important innovation to the people who used it?

Joslyn Art Museum:
- Describe 3 paintings or art works that impressed you the most and/or those your found most inspiring or meaningful.
- Explain why you found each one impressive/inspiring/meaningful.

CUMULATIVE REFLECTION ESSAY INSTRUCTIONS
Write an essay to summarize what you learned from during the class. What global issues do you now believe are the most difficult to solve, and why? What issues do you think are most important to the survival and/or well-being of human civilization? Additionally, describe any ideas and/or facts that you found most intriguing and any ideas or insights you developed during the course. This essay should be a minimum of five pages in length.

PRESENTATION/WRITTEN WORK GRADING RUBRIC

<table>
<thead>
<tr>
<th>Criteria/Evaluation</th>
<th>Excellent work</th>
<th>Good work</th>
<th>Below Expectations</th>
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</thead>
<tbody>
<tr>
<td>Thoughtfulness/Logic</td>
<td>The topic selected matches the assignment requirements. The presenter/writer convinces the audience of the facts and idea(s) being proposed by using logical and well-organized arguments. In other words, the presenter doesn't just state his or her central idea(s), but thoroughly explains &quot;why&quot; he or she thinks so. In doing so, the presenter demonstrates awareness of the complexities of the issues involved – for example, by mentioning possible alternative views and any important uncertainties (such as unavailable knowledge that would enable a better understanding of the issue).</td>
<td>The topic selected matches the assignment requirements. For the most part, the presenter's central ideas are defended by logical, organized, and evidence-supported arguments. The presenter makes some effort to demonstrate the complexity of the central issues involved.</td>
<td>The topic selected may not match the assignment requirements. The presenter states certain central ideas but does not explain why the writer believes these to be true. The presenter's argument may be disorganized and lack logic. The presenter does not make an effort to demonstrate the complexity of the central issues involved.</td>
</tr>
<tr>
<td>Quality of Content and Evidence</td>
<td>The presenter/writer delivers abundant and relevant facts which support his/her central ideas by utilizing a variety high-quality, reputable source material (including citations). When necessary, the presenter summarizes and/or paraphrases the source material in a manner that is both accurate and reflects the student's own understanding.</td>
<td>The presenter provides factual support for the ideas discussed from several good source material (including citations).</td>
<td>The presenter does not provide adequate factual support from source material, uses low quality sources, and/or fails to cite his or her sources.</td>
</tr>
<tr>
<td>Completeness</td>
<td>Answer is complete so that every aspect of the question is addressed. In other words, all sub-questions are answered.</td>
<td>Most aspects of each question are addressed.</td>
<td>Multiple aspects of the question and/or sub-questions are left unanswered.</td>
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<tr>
<td>Grammar, Spelling, and Formatting</td>
<td>Complete sentences, proper spelling, and proper grammar are used.</td>
<td>For the most part, complete sentences, proper spelling, and proper grammar are used.</td>
<td>The paper contains multiple examples of incomplete sentences, improper spelling, and/or improper grammar.</td>
</tr>
<tr>
<td>Style of Delivery (Presentations only)</td>
<td>The presenter fully engaged and interacted with the audience. The presentation could be easily heard and read by all members of the audience.</td>
<td>The presenter made efforts to engage and interact with the audience. The presentation could be heard and read by all members of the audience.</td>
<td>The presenter did not engage or interact with the audience. Audience could not hear, see, or read some or all parts of the presentation.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>All required materials were delivered on time.</td>
<td>All required materials were delivered on time.</td>
<td>Required materials were not delivered on time.</td>
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</tbody>
</table>

**College’s Incomplete Coursework Policy**
To designate a student’s work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course’s major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean
approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

**College's Academic Integrity Policy**

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run database and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend for two semesters students found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.
**Title IX Compliance Notice**

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).
HP3XX Global Studies and Development Course Schedule

Week 1 – Theme: Innovation in Science & Technology

Article Readings:
2. Global Issues Article #6: Get Smart, Jamais Cascio, The Atlantic, July/August 2009
5. Global Issues Article #30: The End of Easy Oil, Monica Heger, Discover, September 2010

Introduction
Lecture

Week 2 – Theme: Innovation in Science & Technology

Lecture (or relevant DVD)
Article Reflections Due: Innovation in Science & Technology
Article Discussion: Innovation in Science & Technology

Week 3 – Theme: Innovation in Science & Technology

Lecture (or relevant DVD)
Country Focus OR Cutting Edge Presentation: Innovation in Science & Technology

Week 4 – Theme: Political & Legal Change

Article Readings:
3. Global Issues Article #28: It’s Still the One, Daniel Yergin, Foreign Policy, September/October 2009
5. Global Issues Article #42. A World Enslaved, E. Benjamin Skinner, Foreign Policy, March/April 2008

Lecture
Article Reflections Due: Political & Legal Change
Article Discussion: Political & Legal Change
Week 5 – Theme: Political & Legal Change
   
   Lecture
   Country Focus OR Human Rights/Political/Civic Leader Comparison
   Presentation: Political & Legal Change

Week 6 – Theme: Economic Change & Innovation in Business
   
   Article Readings:

   Lecture
   Article Reflections Due: Economic Change & Innovation in Business
   Article Discussion: Economic Change & Innovation in Business

Week 7 – Theme: Economic Change & Innovation in Business
   
   Lecture
   Country Focus OR Intersections of Business & Science/Technology
   Presentation: Economic Change & Innovation in Business

Week 8 – Theme: Arts & Cultural Change
   
   Article Readings:
   5. Global Issues Article #46: The End of Men, Hanna Rosin, Atlantic Monthly, July/August 2010

   Lecture
   Cross-Cultural Simulation: Barnga
   Article Reflections Due: Arts & Cultural Change
   Article Discussion: Arts & Cultural Change

Week 9 – Theme: Arts & Cultural Change
   
   Simulation: Randomia Balloon Factory
Country Focus Presentation OR Intersections of Arts with Business & Technology Presentation: Arts & Cultural Change

Week 10 – Issue: Environment & Population

Article Readings:
2. Global Issues Article #8: Population and Sustainability, Robert Engelman, Scientific American, Summer 2009
3. Global Issues Article #12: Climate Change, Bill McKibben, Foreign Policy, January/February 2009
4. Global Issues Article #14: The Big Melt, Brook Larmer, National Geographic, April 2010

Lecture (or relevant DVD)

Article Reflections Due: Environment & Population

Article Discussion: Environment & Population

Week 11 – Issue: Environment & Population

Trip to Omaha (Durham and Joslyn Museums)

Omaha Trip Report Due

Issue Presentation: Environment & Population

Week 12 – Issue: Unintended Dangers of Scientific/Technological & Business Innovations

Article Readings:
3. Global Issues Article #17. Asian Carp, Other Invasive Species Make a Splash, David Harrison, stateline.org, July 30, 2010

Lecture (or relevant DVD)

Article Reflections Due: Unintended Dangers of Scientific/Technological & Business Innovations
**Article Discussion:** Unintended Dangers of Scientific/Technological & Business Innovations

**Week 13 – Issue: Unintended Dangers of Scientific/Technological & Business Innovations**

*Lecture (or relevant DVD)*

*Issue Presentation:* Unintended Dangers of Scientific/Technological & Business Innovations

**Week 14 – Issue: Poverty & Hunger**

*Article Readings:*

5. **Global Issues Article #27. More Aid Is Not the Answer,** Jonathan Glennie, *Current History,* May 2010

*Lecture (or relevant DVD)*

*Article Reflections Due:* Poverty & Hunger

*Article Discussion:* Poverty & Hunger

**Week 15 – Issue: Poverty & Hunger**

*Lecture (or relevant DVD)*

*Issue Presentation:* Poverty & Hunger

**Week 16 – Issue: Wars & Ethnic Tensions**

*Article Readings:*

1. **Global Issues Article #32: The Revenge of Geography,** Robert D. Kaplan, *Foreign Policy,* May/June 2009
3. **Global Issues Article #34: Living with a Nuclear Iran,** Robert D. Kaplan, *The Atlantic,* September 2010

Lecture (or relevant DVD)
Article Reflections Due: Wars & Ethnic Tensions
Article Discussion: Wars & Ethnic Tensions

Week 17 – Issue: Wars & Ethnic Tensions
Issue Presentation: Wars & Ethnic Tensions
Cumulative Reflection Essay Due
Conclusions