GLOBAL PERSPECTIVES COLLOQUIUM (CCS400E)

WED 6:00-7:50PM — MACALLISTER HALL 108

CONTACT INFORMATION

PROFESSOR: Dr Massimo Rondolino
OFFICE LOCATION: A. Paul Jones Scholars Hall, Room 201
PHONE: 262-650-4951
E-MAIL: mrondoli@carrollu.edu
OFFICE HOURS: MON, WED 4:00-6:00PM

COURSE DESCRIPTION AND OUTCOMES

The Global Perspectives Colloquium is a two-credit course intended to bring together advanced students (usually seniors) from multiple disciplines to engage in critical reading and discussion. Students will also reflect on their cross-cultural experiences, link in-class and off-campus experiences, and participate in student-driven discussion. The course rests on a common organizational framework, common learning outcomes, and some common assessment. Within the framework of "Global Perspectives" faculty members propose broad course topics that are interdisciplinary in nature and students choose readings and lead discussion (e.g. global perspectives on Sustainability or Development). In this way, the Global Perspectives Colloquium models interdisciplinary and life-long learning, and serves as a gateway experience, preparing students to pursue continuing education after graduation.

LEARNING OUTCOMES

PioCORE: Upon completion of a Carroll University undergraduate education, graduates will be able to:
1. Understand world cultures and reflectively interact with cultures other than their own.
2. Critically evaluate global issues from multiple perspectives.
3. Understand and analyze multiple philosophical, ethical and religious positions held by persons within their own and other cultures.
4. Understand the methodologies germane to the fine arts, humanities, social sciences and natural sciences, as well as their larger social context.
5. Analyze and integrate material in a field outside the major area of study.
6. Develop and defend a position that demonstrates logical reasoning both orally and in writing.
7. Demonstrate information fluency by gathering, analyzing and synthesizing information using emerging technologies and traditional media.

GPC - Upon completion of the course, students will be able to:
1. Present information and facilitate discussion in an interdisciplinary environment. (This outcome builds on oral communication skills introduced in the Cultural Seminar.
2. Articulate how cross-cultural issues have shaped their Carroll education and their understanding of global issues.
3. Critically reflect on the cross-cultural experience.
COURSE ACTIVITIES AND ASSESSMENT

STUDENT-LED DISCUSSION [25%] — LEARNING OUTCOMES PC 1, 2, 3, 5, 6, 7 AND GPC 1, 2, 3
Students will select a scholarly reading for the class, and will later lead a discussion (one per day) on the topic of each reading. Students who are absent on the day of their discussion will receive 0 points. In order to pass the course, students missing their discussion day are still required to lead a discussion at a satisfactory level, even though it may earn 0 points toward their grade. Missed discussions will be rescheduled for a later date in the course.

PARTICIPATION IN CLASS DISCUSSIONS [25%] — LEARNING OUTCOMES PC 1, 2, 3, 5, 6 AND GPC 1, 2, 3
As this is a discussion-based course, student participation is critical to both its goals and success. Each student is expected to come to class prepared to share ideas in a discussion. Each student should contribute at least one thoughtful comment during every two-hour class meeting (note that simply using your voice during a presentation doesn’t necessarily earn your discussion points). Your contribution must be thoughtful and discussion-inducing. Students who are absent, do not speak, or who are a distraction to the class will earn 0 points for that week.

FORUM POSTS [25%] — LEARNING OUTCOMES PC 1, 2, 3, 6 AND GPC 3
All students are required to post a comment to the reading, by 8pm on the Friday prior to the relevant class discussion. This will ensure that the students leading the class have time to review comments and suggestions, thus fostering the breadth and depth of the discussion. Posts can take the form of:

- A question, that thoughtfully and succinctly explores ideas related to the article.
- A challenge that briefly, yet clearly, argues against to the author’s position (check your evidence).
- A fact that summarizes current and relevant information that helps students better understand the topic.

For any of these you may post links to other scholarly sources or current event news.

SIGNATURE ASSIGNMENT [25%] — LEARNING OUTCOMES PC 1, 2, 3, 5, 6, 7 AND GPC 1, 2, 3
Students need to write a 1000 words persuasive essay assignment, in which you will develop a short argument for how your Carroll General Education has supported your overall educational goals and will make you a better world citizen and candidate for a job after graduation. You should be honest in this assignment. If you do not believe this education has supported your goals or made you a better citizen or job candidate, you should feel free to argue that and support that argument. Further details are be provided in a separate document.

EVALUATION

Letter grades will be assigned according to these percentages:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>AB</td>
<td>88-92.9%</td>
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<td>B</td>
<td>83-87.9%</td>
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<tr>
<td>BC</td>
<td>78-82.9%</td>
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<tr>
<td>C</td>
<td>70-77.9%</td>
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<tr>
<td>D</td>
<td>60-69.9%</td>
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<tr>
<td>F</td>
<td>0-59.9%</td>
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POLICIES

ATTENDANCE POLICY — Attendance is highly recommended and necessary to receive an excellent participation grade (20% of your overall grade). However, do note that attendance does not constitute participation.

STATEMENT ON ACADEMIC INTEGRITY — The Carroll College Academic Integrity Policy is located in your student handbook (http://www.carrollu.edu/campus/safety/pdfs/studenthandbook.pdf). I encourage you to familiarize yourself with it. Any instance of cheating will be reported to the University authorities, and the assignment will automatically receive a grade of 0. Please familiarize yourself with the explanation of plagiarism given on p. 31 of the Student Handbook, and if in doubt, do not hesitate to ask. Any instance of plagiarism will result in a grade of 0 for the work, and may result in failure for the whole course.

ACADEMIC SUPPORT — The Learning Commons, located in the bottom floor of the Library, offers tutoring, writing assistance, and study skills assistance as well as group study rooms and places to study. For more information, go to: HTTP://WWW.CARROLLU.EDU/LEARNINGCOMMONS.

ACCOMMODATION FOR DISABILITIES — Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at MBLEDSOE@CARROLLU.EDU.

LATE SUBMISSIONS — All assignments that are not submitted by the due time and date will receive a 5% deduction per day on their grade.

INCOMPLETES — A grade of incomplete indicates that a student has done passing work but for reasons beyond his/her control (e.g., a serious medical problem) cannot complete all of the required work. Before an INC is assigned, the student and the instructor must sign a statement indicating the reason for the INC, the specific work to be completed, and a reasonable deadline for removing the INC. A request to do additional work for the course or a request for more time due to the pressures of a normal academic work load are not sufficient reasons to give an INC.

MODIFICATIONS TO THE SYLLABUS — The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).

EXPECTATIONS OF STUDENTS

I expect students to act in a professional and respectful manner in class at all times. The catalog calls upon students, in the Carroll University Compact, to strive to live according to certain values as a member of the Carroll community. This class has these expectations as well. In line with this compact are these specific expectations:

a) We will be discussing ideas that are controversial and may be challenging to what students value and think. It is important to focus on the discussion of the ideas and not the personal attacks on other people.
b) I expect students to have an opportunity to share their ideas but not to monopolize the conversation.
c) All electronic devices (cell phones, iPods, etc.) should be turned off and put away during class time. If students are engaging in any way with any electronic device during class (that includes looking at it or checking messages), this will affect your participation grade. Class time is a time to talk with fellow classmates and the instructor and build and work on a learning community.
d) When communicating through email, use appropriate language, spelling, and grammar.
WEEK 1 — INTRO
Sep 11: Culture and the PioCore

WEEK 2 — HEGEMONY
Sep 18: Faculty-led class discussion

WEEK 3 — TOPIC
Sep 25: Student-led discussion

WEEK 4 — TOPIC
Oct 2: Student-led discussion

WEEK 5 — TOPIC
Oct 9: Student-led discussion

Week 6 — FALL BREAK
Oct 16: FALL BREAK (NO CLASS)

WEEK 7 — TOPIC
Oct 23: Student-led discussion

WEEK 8 — TOPIC
Oct 30: Student-led discussion

WEEK 9 — TOPIC
Nov 6: Student-led discussion

WEEK 10 — TOPIC
Nov 13: Student-led discussion

WEEK 11 —
Nov 20: (NO CLASS)

WEEK 12 — REFLECTIVE ASSIGNMENT
Nov 27: Class discussion

WEEK 13 — REFLECTIVE ASSIGNMENT
Dec 4: Class discussion
DRAFT DUE

WEEK 14 — REFLECTIVE ASSIGNMENT
Dec 11: (NO CLASS) Draft meetings

Dec 18: FINAL 6:00pm
SIGNATURE ASSIGNMENT DUE
IMPORTANT: be sure to upload a copy of the assignment on the X-Drive too