

Go Global! – GSS 1236

Summer 2021 Online Course Syllabus

Session III – Monday June 28 – Tuesday August 10



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UN](#)



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**Virtual Office Hours will be announced via email
[insert link]**

For Technical Issues: Contact the InSpark Help Desk for help with online lessons by sending an email to [insert email] or submitting a report at [insert website] with the following information:

1. A complete description of your technical issue with as many details as possible!
2. Screenshot(s) that show your issue
3. Lesson name (e.g., Conflict Why We Fight)
4. Screen # and name (e.g., 30. Values)

Stockton's Help Desk: This should be your second option to address technical issues for this course, as they do not have access to the Global Challenges digital platform. They can be reached at (609) 652-4309 or helpdesk@stockton.edu.

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Hint: click on the title to go directly to that section!

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Course Description

The world is changing, and this course is designed to help you better understand those changes so that you can participate and help solve complex problems as a “globally competent citizen” while you are here at Stockton and long after you graduate. This online interdisciplinary course covers a series of 7 global challenges. This is a project-based course where you are tasked with being a researcher and writer for a digital Global Challenges Magazine and will work collaboratively to create nine (9) issues of a digital Global Challenges Magazine that is viewable by the entire class.

This course is interdisciplinary and is suitable for all majors. The knowledge and skills you will gain here will be useful in any field! This course also meets the GSS General Studies requirement for all majors here at Stockton. General Studies courses can only be taken on our campus, and this free course provides you an incredible value because it does meet a requirement for all students. I also hope that it is fun! Not only will you learn about key global challenges, but you will also be asked to reflect on your own values. The digital lessons assign you readings and videos, and ask you questions to evaluate your comprehension. You will also be asked about your personal thoughts and opinions throughout the course, and I encourage you to be as transparent as possible and be open to examining your own ideas and listen to others, as well.

The study of global issues is more critical than ever now. The decisions that we make in the next few years will determine the collective future of our world. Together we are confronted by complex global challenges that demand interdisciplinary approaches, critical thinking, and innovative solutions. For example, the recent COVID-19 pandemic has demonstrated the role of networks of scientific experts and the need for effective governance; climate change and other environmental challenges continue to threaten our world; rapid urbanization is changing how people live as they increasingly move to cities; global resources appear to be dwindling; the rise of populism and autocracy threatens democracy around the world; rising income inequality is changing the role of powerful and wealthy corporations and people in society, and human rights continue to be denied in many places. Yet we are living at a time with unprecedented technological advances that have given us powerful tools like CRISPR, and we are learning more from social psychology about how people really behave (hint: it's not rationally!). These trends certainly present problems or perils; on the other hand, they also provide opportunities or promises for us to bring about changes that will significantly increase the ongoing quality of life around the world.

Student Learning Outcomes

As a result of active participation in this course, you will:

1. Develop critical thinking skills to understand key global challenges, drawing from various disciplines;
2. Analyze the political, economic, social, and/or environmental impacts of key global challenges in different parts of the world;
3. Effectively communicate complex ideas and craft effective arguments in writing for a general audience;

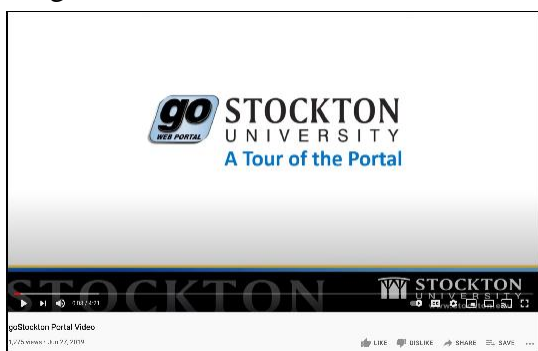
Summer 2021 Go Global! Syllabus

4. Evaluate and begin to create approaches and/or solutions to key global challenges;
5. Build and practice information literacy skills;
6. Develop quantitative literacy skills by drawing on and comparing various public data sources;
7. Develop a sense of global empathy; and
8. Increase commitment to civic and political engagement.

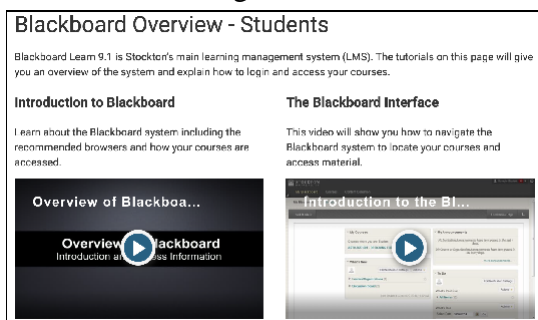
Getting Started

Step 1: Read this Syllabus! Basic information can also be found at <https://stockton.edu/goglobal>.

Step 2: Access the Stockton portal and start checking your Stockton email daily. Click on the image below to watch a short video to learn more:



Step 3: Access Blackboard and enter this course. You will use Blackboard to access all course assignments. Please click on the image below to access a link where you can watch videos on how to access and navigate Blackboard:



Step 4 OPTIONAL: In your own calendar (Google, iCal, etc), you can subscribe to the Go Global Blackboard calendar using this url: link TBA!

Step 5: Register for Flipgrid here: [insert link]. We will be using Flipgrid for video discussions. Important Note: You MUST register for FlipGrid using your Stockton @go.stockton.edu email (hint: choose "Google" to register with this email).

Step 6: Register for reminder texts here: [insert link]

Step 7: Before you begin the 1st assignment, review [this Student Navigation & Scoring Guide](#) for complete details on scoring for the assignments in this course. Each screen has an activity, and the scoring guide tells you how different levels of activities are scored.

Step 8: Before you begin the 1st assignment, find your assigned Global Challenges interview subject here (link TBA). You need this to begin the first lesson, and additional instructions will be provided in the first lesson once you start the course. Why do you need this assignment? The featured project for this course is a Global Challenges Magazine, where you will be researching and writing articles about global issues from this part of the world, through the lens of the imaginary person who you are assigned to cover and write about. You can be creative in your approach, either writing a traditional interview with this person; or writing in the first person from their persona about how these global issues impact them directly. **IMPORTANT:** this person is NOT real, but a virtual person that you create through the assignment. That said, you can use social media to reach out and contact real people living in your assigned city/area to get more information!

Step 9: Begin the course! This online course encourages the use of educational activities, digital resources, and self-directed learning to master course content. Participation in an online class involves completing all assigned work, ongoing monitoring of communication, actively engaging in discussions, and contributing to group activities. It is important to check email and online course resources on a regular basis. Active learning occurs with class activities, self-study assignments and the use of special technical equipment and digital resources. Students may use email, Flipgrid discussions, and virtual office hours to speak with course faculty.

Required Course Materials

All of the required materials are available for free and are **posted in Blackboard.**

1. **The Global Challenges Platform:** this is where all of your coursework will be completed. The image on the next page shows you what to expect and how to navigate the website. Note: Each online lesson includes between 30-60 screens with original content plus videos, charts/figures, interactive databases, and assigned readings that are accessible through links provided to you in the Smart Sparrow system. A common reading is the National Intelligence Council's Global Trends report, and other content is drawn from a variety of open educational resources (OER) including popular sources, think tanks, academic databases, international organizations, summaries, or peer-reviewed work from different disciplines, and more.

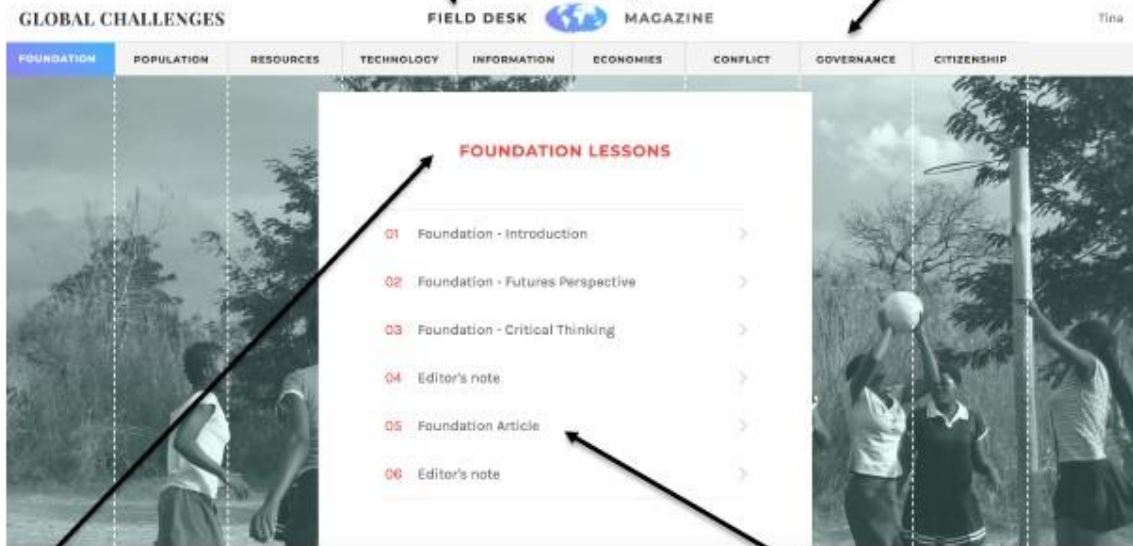
Here are some tips on how to navigate this innovative Global Challenges course.

Field Desk & Magazine

The Field Desk is where you'll complete ALL lessons for the course and the Magazine is where you can see completed articles by everyone in the course. You can toggle between these two spaces to access all required coursework and read other people's magazine articles.

Units

Each column represents a different unit in the course, where we cover seven Global Challenges and finish with Citizenship. In the Field Desk and Magazine spaces, you move in between these columns.



Lessons for Each Unit

These lessons are part of the Field Desk and include all your assignments for the course. You will go through each lesson in numerical order, ending with the article for each unit.]

Magazine Articles

After you complete a series of lessons, you'll come to an Editor's Note and the Article. The Article brings you to a Brief with instructions and resources to write your article, space to write and post images/graphs/figures, and a rubric that explains how you your articles will be evaluated. Your articles will focus on your assigned interview subject and her or his country and are published in the Magazine where everyone will see your finished work! You will also be asked in the final Editor's Note to review and comment on at least one other article.

2. **FlipGrid:** Join here <https://flipgrid.com/goglobal21>
3. **Remind text messages:** Join here <https://www.remind.com/join/goglobal21>
4. **The Stockton library webpage with links for required media sources** (listed on the left side under "Current Reading"). The [main library page is located here](#). There are a few

subscription-based articles with pay-walls that can be accessed through our library; these include The Washington Post, The Economist, Foreign Policy Magazine, and the New York Times. Alternatively, you can get student subscriptions for low rates.

Technology Requirements: This course requires students to have access to a Windows 10 PC or Mac computer (desktop or laptop) with Wi-Fi connectivity. A webcam and a microphone (on your computer or a mobile device) are necessary for online office hours and video discussions. Check out the [Stockton Laptop Buying Guide for Students](#) to read more about technical requirements for your computer.

Expectations for Technology Use: Technology is an essential delivery method of course instruction and part of our learning environment. However, when used inappropriately, technology may hinder learning. If sharing your computer screen during a scheduled videoconference session, only display information pertaining to the course content. Inappropriate use of technology can be distracting to your peers, causing negative effects on the learning environment. Please respect your peers and faculty and abide by this policy. For information about online netiquette, review <https://coursedesign.colostate.edu/obj/corerulesnet.html>. Technology may not be used to record class material without prior approval from the faculty or your peers. Any recorded video or audio permitted for the personal use of a specific student may not be shared in any public manner. Materials recorded for personal use are to be deleted at the end of the semester unless written permission is provided by the faculty.

Course Assignments

The following assignments, written work, and video discussions result in the final grade students earn in this course. It is the student's responsibility to seek clarification if assignment instructions or expectations are unclear. It is an effective strategy to seek clarification in the assignment guidelines and then from peers before seeking faculty assistance.

| Name of Assignment/Graded Activity/Exam | Explanation (overview of assignment) | Percentage of final grade |
|--|--|---------------------------|
| Field Desk Lessons (points vary and are listed in the course schedule below) | You will complete a series of lessons in Smart Sparrow, with 3-5 assigned for each global challenge | 57.5% of final grade |
| Global Challenges Magazine Articles (120 points each) & Peer Comments (20 points each) | You are asked to research and write 9 articles for the global challenges magazine and comment on at least 1 other article. The Citation Guidelines are available here , and sample articles are provided below in the course schedule. | 37.5% of grade |

| | | |
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| Flipgrid Video Discussions (completing videos = 100%) | Each week you will participate in a video discussion, responding to a prompt asking you to reflect on what you've learned | 5% of grade |
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Course Grading Criteria

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|----------|----------|----------|---------|----------|
| 94-100 A | 90-93 A- | 87-89 B+ | 84-86 B | 80-83 B- |
| 77-79 C+ | 74-76 C | 70-73 C- | 64-69 D | 0-63 F |

Expectations for Assignments

An online course maintains the same academic rigor as a traditional classroom course. The purpose of learning activities and assignments is to prepare, practice, reinforce, or apply acquired skills and knowledge. Completing this work assists students in fully benefiting from the learning opportunities provided by this course. The faculty teaching this course makes every effort to design activities and assignments that are meaningful and significant to the learning experience. Students are expected to develop good time management/ organizational skills, effective study skills and complete assignments in a manner responsive to the instructions provided to enhance their learning of course content.

Field Desk Lessons: It can be confusing to learn how to study for online lessons! We strongly recommend these study cycle strategies to succeed:

- Before you begin each online lesson - Preview the title and come up with 1-3 questions you'd like the lesson to address for you. For example, for the lesson on "why we fight wars", maybe you want to know why people go to war over religion differences? Or maybe you want to know what people can do to avoid war?
- As you complete each lesson - Open a blank notebook or document on your computer, and as you complete each screen, use it to take notes in your own words. *These notes don't have to make sense to anyone else. Use these notes to jot down key concepts, key facts, questions you have about the material, and more.* This is the single best way to learn any new material!
- Before you start your Magazine Article - Review your notes from each lesson. Focus on key concepts, major themes, conclusions from research, and primary questions. Hint: you would do this before an exam in a typical class.
- As you get scores and feedback - Ask yourself if you're using study methods that are effective. Did you get a lower score than you wanted? Try taking more notes. Try slowing down. Do you understand the material enough to teach it to others? If not, try a new strategy!

Magazine Articles

It is expected that written assignments will be clear, concise, grammatically correct and reflect University level work responsive to the directions provided. Your article for the Global Challenges Magazine will be evaluated using a rubric that is available in the online system. Please make sure you select the "RUBRIC" tab and review the detailed rubric *before* you write your magazine articles.

- Editing and reviewing one's own work is expected.
- Seek tutoring support as needed in advance of deadlines.
- Use available resources demonstrating appropriate information literacy.

Essential Learning Outcomes

Stockton University's Essential Learning Outcomes (ELOs) are ten competencies that students are expected to develop as a result of a Stockton education. The following ELOs are addressed in this course:

- **Adapting to Change.** The ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.
- **Communication Skills.** The ability to create and share ideas and knowledge effectively with diverse audiences and in various formats.
- **Critical Thinking.** The ability to formulate an effective, balanced perspective on an issue or topic.
- **Ethical Reasoning.** The ability to consider alternative viewpoints and their potential consequences.
- **Global Awareness.** The ability to appreciate diversity and cultural interconnectedness.
- **Information Literacy and Research Skills.** The ability to locate, evaluate, analyze, and use the information to solve problems or to produce an argument.
- **Quantitative Reasoning.** The ability to understand and to work confidently with numbers and mathematical concepts

IDEA Course Evaluation Objectives

The Individual Development and Educational Assessment (IDEA) is used to assess student perceptions of the learning experience at the end of each course. This course addresses the following IDEA objectives:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Developing skill in expressing oneself orally or in writing
- Learning how to find, evaluate, and use resources to explore a topic in-depth
- Developing ethical reasoning and/or ethical decision making
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Course Schedule

Please complete the assignments before **midnight** on the dates listed below with a **48 hour grace period with no penalties**. Note that technical assistance is NOT available at night, so if you experience issues you may need to wait until the next day for a response. We understand and will accommodate documented technical issues if you contact the Smart Sparrow Help Desk.

Note: *Dropping* the class by emailing your instructor means that the course will NOT show up on your transcript. *Withdrawing* from the course means you will have a W grade for this course on your transcript. Please refer to Academic Affairs for the [policy on Withdrawing from a course](#).

| Week | Due Dates for Activities and Assignments |
|---|--|
| <p>Week 1</p> <p>June 28 - July 2</p> | <p>Mon June 28: Chapter 1 FOUNDATION</p> <ol style="list-style-type: none"> FOUNDATION Lesson 01 - Introduction (50 points). Topics & Activities in this Lesson: Overview & Reporter Profile, Global Citizenship Adaptive Path; Global Literacy Test (CFR & National Geographic); A Single Story & Stories From Around the World; Media Bias; Scholarly versus Popular Sources; Study Strategies FOUNDATION Flipgrid Intro Video due link TBD <p>Tues June 29:</p> <ol style="list-style-type: none"> FOUNDATION Lesson 02 - Futures Perspective (50 points). Topics & Activities in this Lesson: Future Worries Adaptive Path; Futurists; Introduction to the National Intelligence Council (NIC) Global Trends Report FOUNDATION Lesson 03 - Critical Thinking (50 points). Topics & Activities in this Lesson: Normative & Empirical Concepts; Critical Thinking Self-Evaluation of 12 Skills; Fast & Slow Thinking; Scientific Method <p>Wed June 30:</p> <ol style="list-style-type: none"> FOUNDATION Lesson 04 - Editor’s Note FOUNDATION Lesson 05 - Foundation Article (120 points) Citation Guide can be accessed here FOUNDATION Lesson 06 - Editor’s Note FOUNDATION FlipGrid What You Learned Video due: link TBD <p>Thurs July 1:</p> <ol style="list-style-type: none"> POPULATION Lesson 01 - Editor’s Note POPULATION Lesson 02 - Population Introduction (51 points). Topics & Activities in this Lesson: Demographic and Socioeconomic Information; |

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| | <p>Data, & Trends in the U.S.; Introduction to Global Health; NIC Global Trends</p> <p>Fri July 2:</p> <ol style="list-style-type: none"> POPULATION Lesson 03 - Growth (25 points). Topics & Activities in this Lesson: Empirical Data; Consequences; Solutions POPULATION Lesson 04 - Health (70 points). Topics & Activities in this Lesson: Demographic Transitions & Implications; Public Health; Spotlight Case: Covid-19; Policy Solutions |
| <p>Week 2</p> <p>July 5 - July 9</p> | <p>Mon July 5: Happy official observance for July 4th!</p> <p>Tues July 6:</p> <ol style="list-style-type: none"> POPULATION Lesson 05 - Migration (70 points). Topics & Activities in this Lesson: Normative Views; Migration Trends; Refugees; Spotlight Case: Syrian Refugee Crisis POPULATION Lesson 06 - Urbanization (70 points). Topics & Activities in this Lesson: Growth of Cities; Promises & Perils; Urban Planning; Spotlight Case: New Orleans <p>Wed July 7:</p> <ol style="list-style-type: none"> POPULATION Lesson 07 - Population Magazine Article (120 points) <ol style="list-style-type: none"> Sample Population Article: Nicaragua POPULATION FlipGrid: What You Learned Video Due link TBD <p>Thurs July 8:</p> <ol style="list-style-type: none"> POPULATION Lesson 08 - Editor’s Note - Review and Comment on another student article (20 points) RESOURCES Lesson 01 - Editor’s Note RESOURCES Lesson 02 - Resources Introduction (66 points). Topics & Activities in this Lesson: Connections Between Population & Resources; Collective Action Problems: Tragedy of the Commons, Policy Solutions, Freeriding, and Lowest Common Denominator; Empirical Data and Normative Dimensions of Future Perspectives for Resources; NIC Global Trends <p>Fri July 9:</p> <ol style="list-style-type: none"> RESOURCES Lesson 03 - Food (46 points). Topics & Activities in this Lesson: Empirical Data; Collective Action; Normative Issues |

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| <p>Week 3</p> <p>July 12 - July 16</p> | <p>Mon July 12:</p> <ol style="list-style-type: none"> RESOURCES Lesson 04 - Water (61 points). Topics & Activities in this Lesson: Empirical Data; Daily Usage; Water Sanitation; Spotlight Case: Flint, Michigan RESOURCES Lesson 05 - Energy (36 points). Topics & Activities in this Lesson: Access to Modern Energy; Global Energy Production; Sustainable Energy; Spotlight Case: Fracking in the U.S. <p>Tues July 13:</p> <ol style="list-style-type: none"> RESOURCES Lesson 06 - Climate Change (48 points). Topics & Activities in this Lesson: Empirical data on a Warming Planet; Impacts of Climate Change; Solutions & Normative Views <p>Wed July 14:</p> <ol style="list-style-type: none"> RESOURCES Lesson 07 - Resources Magazine Article (120 points): Sample Resources Article Libya RESOURCES FlipGrid What You Learned Video Due link TBD <p>Thurs July 15:</p> <ol style="list-style-type: none"> RESOURCES Lesson 08 - Editor’s Note - Review and Comment on another student article (20 points) TECHNOLOGY Lesson 01 - Editor’s Note TECHNOLOGY Lesson 02 - Technology Introduction (76 points). Topics & Activities in this Lesson: Promises & Limits of Technology to Solve Big Problems; Funding, Public-Private Partnerships, Innovation, and Research and Development; Intellectual Property Rights; Humanities and Diversity in Technology Today; NIC Global Trends <p>Fri July 16: <u><i>DEADLINE TO DROP THE COURSE</i></u></p> <ol style="list-style-type: none"> TECHNOLOGY Lesson 03 - Biotechnology (53 points). Topics & Activities in this Lesson: Genetics; Epigenetics; Bioengineering; Spotlight Case: CRISPR |
| <p>Week 4</p> <p>July 19 - July 23</p> | <p>Mon July 19:</p> <ol style="list-style-type: none"> TECHNOLOGY Lesson 04 - Computation (71 points). Topics & Activities in this Lesson: Computing speed; Big Data; Machine Learning; AI & Transhumanism TECHNOLOGY Lesson 05 - Technology Magazine Article (120 points) TECHNOLOGY FlipGrid What You Learned Video Due link TBD <p>Tues July 20:</p> |

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| | <ol style="list-style-type: none"> 1. TECHNOLOGY Lesson 06 - Editor’s Note - Review and Comment on another student article (20 points) 2. INFORMATION Lesson 01 - Editor’s Note 3. INFORMATION Lesson 02 - Information Introduction (37 points). Topics & Activities in this Lesson: CARS Checklist; Digital Literacy: “Four Habits and a Move” Video Series; Fast & Slow Thinking; Privacy & Ownership; NIC Global Trends 4. INFORMATION Lesson 03 - Media and Social Networking (78 points). Topics & Activities in this Lesson: News, Information Bubbles, & Fake News; Spotlight Case: Social Media & Democracy; Other Social Media Applications <p>Wed July 21:</p> <ol style="list-style-type: none"> 1. INFORMATION Lesson 04 - Access and Education (43 points). Topics & Activities in this Lesson: Digital Divide; Education; Censorship 2. INFORMATION Lesson 05 - Information Magazine Article (120 points) 3. INFORMATION FlipGrid What You Learned Video Due link TBD <p>Thurs July 22:</p> <ol style="list-style-type: none"> 1. INFORMATION Lesson 06 - Editor’s Note - Review and Comment on another student article (20 points) 2. ECONOMIES Lesson 01 - Editor’s Note 3. ECONOMIES Lesson 02 - Economies Introduction (50 points). Topics & Activities in this Lesson: Check-in & Reminders: Study Strategies and Accessing Links in the Course; Globalization: Definition, Costs and Benefits, Supply Chain; Creativity, Innovation, Automation, and Technology; NIC Global Trends <p>Fri July 23:</p> <ol style="list-style-type: none"> 1. ECONOMIES Lesson 03 - Key Players (73 points). Topics & Activities in this Lesson: Governments; Multinational Corporations (MNCs); People; Spotlight Case: Fast Fashion |
| <p>Week 5 July 26 - July 30</p> | <p>Mon July 26:</p> <ol style="list-style-type: none"> 1. ECONOMIES Lesson 04 - Crises (36 points). Topics & Activities in this Lesson: Causes; Aftermath 2. ECONOMIES Lesson 05 - Poverty and Inequality (53 points). Topics & Activities in this Lesson: Measuring Poverty & Inequality; Impact of Being Poor; Solutions & Cautionary Tales |

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| | <p>Tues July 27:</p> <ol style="list-style-type: none"> ECONOMIES Lesson 06 - Economies Magazine Article (120 points): Sample Economies Article: Tunisia ECONOMIES FlipGrid What You Learned Video Due link TBD <p>Wed July 28:</p> <ol style="list-style-type: none"> ECONOMIES Lesson 07 - Editor’s Note - Review and Comment on another student article (20 points) CONFLICT Lesson 01 - Editor’s Note CONFLICT Lesson 02 - Conflict Introduction (39 points). Topics & Activities in this Lesson: Defining Conflict: Nonviolent and Violent; Measuring Armed Conflict Over Time: Frequency and Intensity; Changing Nature of Conflict; NIC Global Trends <p>Thurs July 29:</p> <ol style="list-style-type: none"> CONFLICT Lesson 03 - Why We Fight (91 points). Topics & Activities in this Lesson: Deciding to Fight; Causes of Conflict; Cases: Syria, Israel & Palestine, South Sudan, Rise of ISIS/ISIL, China Sea <p>Fri July 20:</p> <ol style="list-style-type: none"> CONFLICT Lesson 04 - How We Fight (72 points). Topics & Activities in this Lesson: Violence Against Civilians; WMDs; Cyberwarfare & AI; After War |
| <p>Week 6</p> <p>Aug 2 - Aug 6</p> | <p>Mon Aug 2:</p> <ol style="list-style-type: none"> CONFLICT Lesson 05 - Conflict Magazine Article (120 points) CONFLICT FlipGrid What You Learned Video Due link TBD <p>Tues Aug 3:</p> <ol style="list-style-type: none"> CONFLICT Lesson 06 - Editor’s Note - Review and Comment on another student article (20 points) GOVERNANCE Lesson 01 - Editor’s Note GOVERNANCE Lesson 02 - Governance Introduction (47 points). Topics & Activities in this Lesson: Government in Your Life: Politics, Trust, and Street Level Bureaucrats; Governance and Global Challenges; Principles of Governance: Decision Making in Government, Stakeholders, & Expertise; NIC Global Trends <p>Wed Aug 4:</p> <ol style="list-style-type: none"> GOVERNANCE Lesson 03 - Countries and Citizens (49 points). Topics & Activities in this Lesson: Democracy in Crisis; Human Rights; Women in Power GOVERNANCE Lesson 04 - Global Governance (60 points). Topics & |

| | |
|---|---|
| | <p>Activities in this Lesson: Multilateralism; Global Public Goods; Civil Society; Spotlight Case: Paris Agreement</p> <p>Thurs Aug 5:</p> <ol style="list-style-type: none"> 1. GOVERNANCE Lesson 05 - Governance Magazine Article (120 points) 2. GOVERNANCE FlipGrid What You Learned Video Due link TBD <p>Fri Aug 6:</p> <ol style="list-style-type: none"> 1. GOVERNANCE Lesson 06 - Editor’s Note - Review and Comment on another student article (20 points) 2. CITIZENSHIP & SUMMARY Lesson 01 - Editor’s Note 3. CITIZENSHIP & SUMMARY Lesson 02 - Introduction (61 points). Topics & Activities in this Lesson: Factfulness; Critical Thinking & Global Literacy Check; What You Care about: Issues; Shaping the Future: Goals, Targets, Outcomes; What You Care about: Values; NIC Global Trends |
| <p>Week 7</p> <p>Aug 9 - Aug 10</p> | <p>Mon Aug 9:</p> <ol style="list-style-type: none"> 1. CITIZENSHIP & SUMMARY Lesson 03 - Enacting Change (53 points). Topics & Activities in this Lesson: Overview of Change; Civic and Political Engagement (Tufts CIRCLE Engagement Survey); Activism, Protests, and Slacktivism; Spotlight Case: Protests in the U.S.; Community Involvement 2. CITIZENSHIP & SUMMARY Lesson 04 - Citizenship Magazine Article (120 points) <ol style="list-style-type: none"> a. Sample Citizenship Article: Libya comparing their country to India b. Sample Citizenship Article: Sri Lanka comparing their country to Brazil c. Sample Citizenship Article: Russia comparing their country to India 3. Course evaluations due (see the link in your email!) <p>Tues Aug 10:</p> <ol style="list-style-type: none"> 1. CITIZENSHIP & SUMMARY Lesson 05 - Editor’s Note - Review and Comment on another student article (20 points) 2. CITIZENSHIP & SUMMARY FlipGrid What You Learned Video Due link TBD 3. Qualtrics Feedback Survey Due (link in email) <p>Fri Aug 13: Makeup deadline: all outstanding assignments are due!</p> <p>Monday August 16th: Final Course Grades Posted</p> |

Expectations for Remote/Online Learning

Your participation in course learning including discussion and activities is extremely important for you and your peers. Here are some ground rules:

- **Be prepared for class.** Complete assigned readings, self-study activities, and other tasks as indicated in the syllabus. Check in to our course in Blackboard several times a week and stick to the schedule as close as possible.
- **Be engaged.** Learning is not a spectator sport. This course requires your active participation. Participation is crucial to your success. The more engaged you are in the learning process, the more you will get out of this course. Active participation includes participation in online discussions, group exercises, and demonstrating your best effort in formal and informal assignments. Attendance is observed as online participation and is considered in the calculation of a student's final grade. Faculty may issue a failing grade for lack of online presence in this course.
- **Respect others. And learn how to debate and engage in critical discourse.** Our class sessions and assignments are safe places to explore issues related to Global Challenges. We will consider the impact of these trends on everyone, including people from backgrounds other than your own. To maintain a safe place for exploring multiple perspectives, respect for fellow students is mandatory, especially if you disagree. Respectful and engaged participation is expected. Stockton University promotes inclusive student success. As a learning community, students are expected to contribute to an atmosphere that is safe, respectful, and open to diverse perspectives. We will show courtesy, civility, and respect for each other. Comments that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable. Disrespectful language, behaviors, or attitudes reflecting incivility may result in faculty removing the disruptive student's access to the course and taking other appropriate actions in alignment with University procedures and policies. However, I want to remind
- **Student feedback.** You will be asked to provide ongoing feedback about your experience in this course. Your feedback is very important and appreciated.
- **Have fun!** This course explores trends that will impact all of us, for better or for worse. There is a lot to learn in this class and much more to learn throughout your career. Learning is a lifelong process. Make the most of it and have fun!

Go Global (<https://stockton.edu/goglobal/>) at Stockton University is a free 6-week online class for incoming first-year students that is taught over the summer to approximately 100 students. This course utilizes the [AASCU & InSpark Global Challenges Curriculum](#), which relies on the Council of Foreign Relations (CFR) as one of several open educational resources (OERs). Specifically, the digital curriculum relies heavily on CFR World 101 modules and videos, Backgrounders, Timelines, and Interactives to provide students with up-to-date information and different perspectives on key questions and issues in global challenges. For example, the World 101 Global Health module is included in the chapters on “Population”. The chapter on “Economies” includes the World101 Globalization module, World101 Monetary Policy module, and several CFR blog posts and Backgrounders (e.g., [The UAE purchase of American port facilities](#)). The “Governance” chapter includes the [CFR Global Governance Monitor](#). Finally, the “Conflict” chapter includes sections of World 101 modules on Conflict and Terrorism, Backgrounders, Timelines (e.g., ["Leaders Facing Justice"](#)), and Model Diplomacy videos such as “Sovereignty's Role in International Relations”.

Here is a complete list of all of the CFR resources used in this course:

Chapter 2 Population:

- World101 Global Health: [Global Health Then and Now](#)
- World101 Global Health: Video [“Diabetes: One of Mexico's Top Killers | World101”](#)
- [World101 Global Health Module: The Changing Response to AIDS](#)

Chapter 6 Economies:

- World101 Globalization Video [“Globalization Explained”](#)
- World101 Globalization Module on [Trains, Planes, and Shipping Containers](#)
- World101 Globalization Video [“How Globalization Got Us More Avocados”](#)
- World101 Globalization Module [Big in China: Globalization and International Cinema](#)
- CFR Backgrounder on ["The UAE purchase of American port facilities"](#)
- CFR World101 Monetary Policy Module [“The Global Consequences of Financial Contagion”](#)
- [“Mapping Capital Flows Into the U.S. Over the Last Thirty Years”](#) (CFR blog)

Chapter 7 Conflict:

- CFR World101 Conflict video [“How is Conflict Changing?”](#)
- CFR backgrounder on [“Who's Who in Syria”](#)
- CFR World101 Terrorism video [“What is Terrorism”](#)
- CFR Backgrounder on [“What Is the Status of the Iran Nuclear Agreement?”](#)
- ["The UN Secretary-General's Call for Regulating Cyberwar Raises More Questions Than Answers"](#) (CFR blog)
- CFR Timeline ["Leaders Facing Justice"](#)

Chapter 8 Governance:

- [CFR Global Governance Monitor](#)