

Global Connections Master Syllabus

Cluster

Citizenship

The Citizenship cluster promotes critical awareness and engagement with today's complex global issues. Courses in this cluster emphasize the study of the world through its history, cultural diversity, and contemporary economic, political, and social contexts. Language instruction and study abroad experiences help students bridge academic study with the skills and habits of mind needed to face the challenges of our increasingly interdependent world. The aim of the cluster is to foster social responsibility in our students and prepare them to act in service to the common good. Students completing this cluster should have an enhanced sense of their identity as citizens of a global community.

Core Goal Served in this Category

Goal 6: To prepare and dispose our students to be responsible citizens in our increasingly interdependent world

Core Learning Outcomes

A student successfully completing a course in Global Connections will be able to

1. Critically assess societal structures and institutions (Core Goal 6.3)
2. Demonstrate knowledge of the interrelatedness of local and global issues (Core Goal 6.4)
3. Explore thoughtful and workable responses to local and global problems (Core Goal 6.6)

Catalog Description

Global connections courses engage students in a critical study of the interdependent nature of the global system and the consequences of this interdependence for local and global communities, past and present. The courses in this category will prepare students to move from global awareness to global citizenship, challenging them to consider their responsibility to the common good. Courses will be sorted into two investigative tracks, historical and social scientific, which emphasize varied approaches—quantitative and qualitative analysis, social theory, historical inquiry, analysis of primary and secondary sources, etc.—to historical and contemporary issues. Through these analyses, students will come to understand the contours and complexities of active citizenship on local and global scales. Prerequisites: None. Credits: 3

Introduction

The purpose of this Core area is to equip students with the skills and habits of mind to face the challenges of an increasingly interdependent world, whereby students “become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences

... seek to understand how their actions affect both local and global communities, and... address the world's most pressing and enduring issues collaboratively and equitably.” Through the application of historical and social scientific theories and methodologies, the courses seek to develop in our students an understanding of the relationship between historical and contemporary global systems, the importance of global-international perspectives and cultural diversity, and global self-awareness.¹ This course will incorporate two tracks, one of them based in historical thinking and the other founded on social scientific thinking.

History Track

Courses with a primary investigative approach grounded in historical theory and methodology explore themes and topics of global significance by studying historical events and individuals in a local-global context and also by applying historical methodology in the collection, synthesis and interpretation of primary and secondary sources in the creation of historical arguments and narratives. Through the processes of research and argumentation, students will develop empathy toward people in their historical contexts and cultivate the qualities of an engaged citizen through deliberation, cooperation, and consideration of multiple perspectives.² Overall, students will gain competency in global learning, historical learning, and intercultural knowledge (i.e. cultural self-awareness, knowledge of cultural worldview frameworks, empathy, curiosity, and openness) through the study of global histories.³

Social Science Track

Courses with a primary investigative approach grounded in social scientific theory and methodology explore themes and topics of global significance through the study of human societies and cultures, social interaction, and societal systems and structures, often in a contemporary context. These courses are taught from a variety of disciplinary perspectives and emphasize the interdependency of global problems and solutions and the interconnected effects of individual actions on other people, places, issues, and ideas in the world. Critical analysis of these global issues will be developed using the major practices, theoretical concepts, research methodologies and empirical findings of the relevant disciplinary perspective. Some courses will ask broad questions about social justice and present opportunities for students to think and act in service to the common good, described as the practice and promotion of tolerance, human rights, acceptance of diversity, and attention to inequalities of all kinds.

¹ Pennsylvania Department of Education, Citizenship Education Curriculum, AAC&U Global Learning VALUE Rubric. Global systems may be described as the interactions of culture, race and ideas, and the nature of prejudice, relationships between people, places, and environments, and change and continuity in political, economic, and social systems.

² Adapted from the American Historical Association, “History Discipline Core: Core Competencies and Learning Outcomes,” AHA Tuning Project, December 2016.

³ AAC&U Intercultural Knowledge and Competence VALUE Rubric.

Intangibles / Aspirations / Other Category-Level Elements

In addition to the outcomes assessed in this category, other Core outcomes might be developed and addressed by various courses in Global Connections. Skills, competencies, and dispositions relevant to the fields in this category might also be cultivated.

- Develop the foundational skills and competencies of written communication, critical inquiry and analysis, and technological competency and information literacy (Core Goal 1)
- Analyze moral arguments about matters of contemporary and perennial importance in view of differing moral perspectives locally and across cultures (Core Goal 3.2)
- Apply fundamental principles, such as those of the Catholic social justice tradition, to important economic, social, and political issues (Core Goal 3.3)
- Construct, evaluate, and defend moral arguments about matters of contemporary and perennial importance (Core Goal 3.4)
- Recognize the causes and consequences of historical events (Core Goal 6.1)
- Recognize the historical context for contemporary issues (Core Goal 6.2)
- Wonder, ponder, and ask thoughtful and insightful questions (Core Goal 7.1)
- Seek out and give a fair and honest hearing to multiple and competing perspectives (Core Goal 7.2)

Teaching Methods and Assessment

Instructors are free to use a range of teaching methods and assessment strategies to facilitate and measure student learning (exercises, quizzes, tests, presentations, annotated bibliographies, short papers, service learning projects and so on), though the transferable skills that must be developed in this course will necessitate assignments that require effective writing, critical thinking, and information literacy development.

Texts

Instructors will choose the texts for their own courses but are encouraged to choose texts that represent a variety of genres and disciplinary perspectives.

Additional Information / Resources for Instructors

Courses

ECON 151 — Gender and Globalization (3)

By exploring the definition and realities of globalization through a gendered lens, this course introduces students to the concepts, methods, theories, and research findings associated with various fields in the social sciences. Anthropological, economic, political, psychological, and sociological perspectives on human behavior and relationships in a complex world are combined

with insights from geography and women's studies to further enhance our understanding of these realities, on a local as well as a global scale.

ECON 161 — Price of Prosperity: Economics of Global Peace and Justice (3)

Using the tools of varied approaches to economic analysis, students in this course will examine some of the commonly discussed and less-well known issues of justice and peace that confront contemporary societies. Starting with the premise that each of these issues either originates from or results in economic disparity, the course will engage students in reflection on the connections between prosperity and peace in some corners of the world and poverty and conflict in others. In particular, students will consider the economic, political, geographic, and social factors that contribute to the relative prosperity of their local or national communities.

GEOG 183 The Global Dimensions of Sports

The course presents the historical development of sports and then examines how athletics and recreation have become an integral part of the contemporary human landscape. Emphasis is given to how sports is related to social, geographic, political, and economic circumstances. Topics such as the Olympics, the World Cup (soccer/football), and sports throughout the world reflect both globalization and devolution. Cross-listed as HIST 183.

GEOG 192 — Global Geography

The course presents a survey of the inter-relationship with the human and physical landscapes of the world. Topics include geographic concepts; physiographic and environmental systems; human interaction with the environment; regional cultural, political, and economic systems; globalization; and devolution. The course utilizes localized geographic interaction as a means of understanding the global community.

HIST 150: The Atlantic World (3)

This course examines the history of the Atlantic systems and trans-Atlantic connections in the early modern and modern eras. Beginning with the exploration of the Atlantic Ocean starting in the fifteenth century, the course follows the development and impact of various colonial systems that were established in the "New World" and discusses the legacies of the Atlantic colonial systems for the "New World," Africa, and Europe.

HIST 151: The Century of Women (3)

This course examines the impactful roles women played globally since 1900. It is a survey of the influence and power of women in politics, population, culture, economics, kinship and family structure, and knowledge.

HIST 154: Empires of Greece and Rome: 800 B.C.-A.D. 500 (3)

This class examines the interaction of warfare and culture which laid the foundation for Western Civilization and Europe. We will cover the growth, conflicts, and consequences of Greek city-states in the Ancient World, the Hellenistic expansion, the rise of the Roman Republic and its imperial power, and the fall of the Roman Empire in the West.

HIST 163: Russia and Empire (3)

To borrow from Dostoevsky, Russia has always been beset by a series of “accursed questions” centered around its place in the world: What does it mean to be Russian? What is the good society in the Russian context? Is Russia “European” and “Western,” or “Asian” and “Oriental”? To which Lenin added the question: “What is to be done?” This course is meant to introduce students to these questions—and questions of global citizenship and identity—through the lens of empire. The story of Russian development is a story of imperial conquest. This is true whether we are talking about the rise of Muscovy against the backdrop and patronage of the Golden Horde, or the development of the Soviet Union to global imperial pretensions. Russians imagined Russia in imperial contexts and have understood themselves primarily within imperial narratives. We will unpack these historical narratives as a means of investigating the interdependent nature of the global system and the consequences of this interdependence for local and global communities more broadly.

HIST 164: History of Genocide in the 20th Century (3)

“Never shall I forget...” - Elie Wiesel, *Night* (1958) When Elie Wiesel wrote these words about the Holocaust in his memoir, *Night*, he gave testimony to the greatest episode of genocidal violence the world had yet seen so that it might never happen again. In the aftermath of the Holocaust, the world community, supported by the United Nations, followed Wiesel’s lead and created legal and judicial measures meant to “never again” allow such atrocities to occur. Since that time, scholars have used the term to describe a number of historical and contemporary acts of mass murder, from the conquest of the Americas by European explorers to the Cambodian killing fields. Unfortunately, the postwar period saw many more genocides than it prevented, and such atrocities have followed the world into the new millennium. This course examines the historical phenomenon of genocide over the course of the twentieth century. The course will cast a wide, global net and explore specific genocides in their political, social, and cultural contexts. The class will also look to the victims’ experience, international responses to genocidal conflict, and attempts to seek reconciliation after the fact.

HIST 165: After Auschwitz: The Culture of the Holocaust in the Postwar World (3)

The Holocaust remains present in the minds of western culture. We have seen the horror of death camps and mass extermination through newsreels and documentary footage. Popular culture has also provided us with images of the Holocaust through every form of media, from literature and film to museum exhibits and comic books. This class will examine the history of the Holocaust as it has been discussed and remembered. The course begins with a look at the history of Nazi persecution and Germany’s brutal efforts to exterminate Europe’s Jews. The course then shifts focus to an exploration of the ways in which the Holocaust continues to shape contemporary political and cultural debates. We will explore the international community’s obligation to prevent and punish those responsible for the Holocaust. We will look at efforts to reflect the experience and rebuild Jewish life and community in Europe through various memoirs, first-hand accounts, and recent fiction. We will also analyze the effects of violent trauma on memory and witnessing. The course ends with a discussion of film and other media in an attempt to understand whether or not such materials get us closer to understanding the Holocaust.

HIST 166: Christians, Jews, and Muslims in the Mediterranean World (3)

The Mediterranean has long been a crossroads from East to West and North to South, bringing together the Middle East, North Africa, and Southern Europe. The purpose of the course is to study the ethnic and religious cultures of the Mediterranean world, from the medieval period to the present day. The course demonstrates how cross-cultural contact among Christians, Jews, and Muslims in the Mediterranean sphere of influence led to a world in which religious tolerance co-existed with violence and ethnic-religious conflict. In sum, the course highlights the numerous interconnectivities of the medieval, early modern, and modern Mediterranean world.

HIST 172: Britain and the World (3)

This course surveys the history of Britain's global relationships from the foundation of its empire, through the industrial age, to the crises of World War I and World War II and the rebuilding of British society thereafter. Key aspects of British history and culture will be the rise of Britain to industrial, imperial, and economic dominance in the nineteenth century; the crisis of population and power from 1900 through the 1950s due to European competition, imperial conflicts and war; and Britain's relationship with the growing European Union, the United Nations, and the United States.

HIST 177: German Europe (3) This course surveys the political and cultural development of Europe from the fall of Napoleon to the fall of Hitler, focusing on the roles played by the German peoples. These include problems of unification and division, social adjustments of constitutional democracy and the rise of fascism, rule over different ethnic groups and racism, the arts and literature, economic and military competition between neighboring European powers, and the German attempt to dominate the European continent in two World Wars.

HIST 179: The Arab-Israeli Conflict (3)

This course is a comprehensive history of the Arab-Israeli conflict, from its beginnings to moments of significant conflict and efforts to affect a diplomatic peace. The course begins by examining Arab and Jewish histories and cultural life in the Middle East. We then switch gears to the development of Arab nationalism and political Zionism in the late nineteenth century. This part of the course also explores the dissolution of the Ottoman Empire and the creation of new states and colonial spaces in the Middle East. The second part of the course begins with the founding of the Israeli state through war. War played a significant role in helping shape the character of the Israeli state and in developing Palestinian national identity through much of the latter half of the twentieth century. So too did issues of migration, ethnicity and religiosity in the development of shared Israeli and Palestinian socio-cultural, economic, and political history. This section of the course also places Israel and Palestinians in a global context by exploring themes framed by the Cold War in the Arab world and neighboring countries. The third part of the course continues with the theme of state-building by examining post-Cold War, post-Oslo societal conflicts.

HIST 180: Indigenous America (3) This course explores the histories, cultures, and societies of indigenous Americans (often called in the United States "Indians," American Indians, and Native Americans). We begin with a portrait of the Western Hemisphere "New World" prior to its "discovery" by Christopher Columbus in 1492. The course then considers the impact of this discovery for both New World and Old, and follows forward the conflict between indigenous

peoples on one side, and European colonizers and the American government, on the other, until the end of the 19th century. In addition to these historical topics, the class will devote considerable attention to changing conceptions of land and its ownership and use.

HIST 181: Slavery in the Atlantic World (3) This course follows the emergence of chattel slavery in the Atlantic World of the 16th century and its endurance until the last decades of the 19th. We will consider several critical themes, including the origins of chattel slavery; the development and nature of slavery within the Atlantic economy and the plantation; comparison of slavery to other systems of labor; the relationship between slavery and the emergence of race and racism; the resistance of slaves to their oppression; the voices of slaves, masters, and outside observers; as well as the destruction of chattel slavery in several contexts, including the Haitian Revolution and the American Civil War.

HIST 183/GEOG 183: Global Sports: Yesterday and Today (3)

The course presents the historical development of sports and then examines how athletics and recreation have become an integral part of the contemporary human landscape. Emphasis is given to how sports is related to social, geographic, political, and economic circumstances. Topics such as the Olympics, the World Cup (soccer/football), and sports throughout the world reflect both globalization and devolution.

HIST 184: Commodities and the Global Economy This course analyzes the development of the modern world through the web of social and cultural relationships centered around several critically important commodities. These commodities may include, but may not be limited to: spices and silk; sugar, tobacco, and cotton; codfish, trees, the potato and beaver pelts; opium, rubber, coal and iron; oil, automobiles, and the microchip.

PS 151: Democracy and Human Rights (3)

This course investigates the origins, meaning, and content of democracy and the role of human rights in a sound, functioning democracy. Questions that will frame debate include: Who should have the right to vote? What are the limits of free speech? Do citizens have a right to healthcare? Students will be introduced to social scientific methods of inquiry as a means to examine global issues systematically and compose thoughtful responses. Global and local case studies will be employed to illuminate the challenges of maintaining freedom and defending rights in a complex world.

PS 152: Immigration (3)

This course examines the historical and contemporary processes of migration and immigration around the world, including the major push-pull causes demonstrated in the history of immigration. The cultural, political, and economic aspects of migration are examined both pre and post immigration. Concepts that will be examined include assimilation, acculturation, nativism, and personal identification. Through readings, discussions, research, and presentations, students will evaluate the driving forces of immigration.

PS 153: Global Security (3)

In an increasingly interdependent world where conflict, peace, and war are recurring themes, thinking about ways to manage and preserve global security poses specific challenges. The international system consists of a variety of actors – states, organizations, and individuals – all of which are deeply interconnected in examining the evolution of approaches to global security. Traditionally, global security has been measured through responses to threats, both external and internal to a nation. This course will focus on observing the evolution of global security from traditional to contemporary approaches. The scope of this course will cover basic concepts and ideas central to global security from the end of the Second World War to the post-9/11 world. We will analyze traditional concepts like balance of power, nuclear deterrence, military strategy, and alliances that were previously central to global security but have now evolved into more distinct, separate categories: political violence and terrorism, civil wars, human security, and environmental security. Learning outcomes of this course will critically assess state and individual responses to external and internal security threats, the interconnectedness between domestic and global security actors, and ways to improve existing theories on global security by developing a more sophisticated approach to solving the problems its study generates.

PS 154: Nations, Identities, and Democratization (3)

This course does two things. First, it introduces students to the history of nation-building in South Asia, the existence of multiple ethnic, regional, and national identities, and the context in which these identities have influenced democracy formation. In this context, we shall examine the link between nationalism and democracy in five specific cases – India, Pakistan, Bangladesh, Sri Lanka, and Nepal. Second, lessons from South Asian nationalism will be compared to the experience of states in Africa and Latin America to draw conclusions on their engagement with the democratic project. In examining these cases, we shall attempt to address complex questions such as: How are national identities formed? What impact do these identities have on democracies? Is nationalism destructive to the process of democracy formation?

SOC 197: Social Problems (3)

This course surveys the major social, cultural, economic, political, and historical dynamics of pervasive and emerging social problems in our interconnected local, national, and global society. Together we will explore how and why certain social issues, processes, and outcomes are determined to be problematic for society; as well as why others are not seen or understood as problematic. Potential topics include global and local manifestations of inequality; demographic challenges of fertility, migration, and urbanization; global health systems and problems of access, cost, and chronic disease; the changing economics of food and water; ethnic and religious conflict; and environmental issues of pollution, desertification, and climate change. This course was previously listed as SOC 212.