Global Education Components

Compiled by the Global Education Committee
Spring 2011
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Division of Arts of Humanities
GLOBAL INFORMATIVE SPEECH

DESCRIPTION: The global informative speech is a speech that should teach or give new knowledge to the audience about a country outside the USA. The main points should be made up of generalizations/conclusions that are supported by sub points, examples, facts, statistics, etc. The student should use (3) sources for this speech. The sources need to be from (3) different sources.

INTRODUCTION: The student will design an introduction that must contain in order,

_____ an attention-getter
_____ relating the topic to this OCCC audience
_____ state credibility, state (3) sources used in the speech
_____ state the thesis statement, (map)

BODY: The body of the informative speech should contain two to three main points. The body should follow all principles discussed in class lectures: subordination, division, and parallelism. The thesis stated in the introduction should be followed in the body of the informative speech in order! The body of the speech should be organized, using smooth transitions or signposting and using appropriate support/language.

CONCLUSION: The student will design a conclusion for the informative speech that should contain the following said in order:

_____ a forewarning given
_____ restate main points, (map given)
_____ note of finality (DO NOT END WITH THANK YOU!)

TIME: The informative speech is to be 4 minutes in length. The student has a “grace” period of 30 seconds over the 4 minutes. If the student does not make it to the 4 minute goal OR goes over 4:30 goal, a five point deduction will be taken off the speech.

OTHER INSTRUCTIONS:

- at least (1) visual aid is needed
- the student may use 1-2 note-cards, word or phrase ONLY!
- typed complete sentence outline is to be turned into the instructor
- typed APA bibliography with (3) sources is to be turned into the instructor
- the speech is to be delivered extemporaneously
- the informative speech is worth 100 points total
the student MUST dress appropriately for the speech presentation, no jeans t-shirts, hats, etc./should be dressed presenting “credibility!”

GLOBAL INFORMATIVE SPEECH

EVALUATION CRITIQUE

<table>
<thead>
<tr>
<th>Name: ____________________</th>
<th>Date: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: ____________________</td>
<td>Time: ____________________</td>
</tr>
</tbody>
</table>

**Rating Scale: 1-poor, 2-needs improvement, 3-fair, 4-good, 5-excellent**

**DELIVERY:**

<table>
<thead>
<tr>
<th>Direct eye contact with audience</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posture and “purposeful” movement</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Gestures</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Fluency of speech</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**INTRODUCTION:**

<table>
<thead>
<tr>
<th>Attention-getter</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relate topic to the audience</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Credibility given (3) sources</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Thesis statement given (map)</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**BODY:**

<table>
<thead>
<tr>
<th>Thesis statement was followed in order it was given</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well organized main points</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Transitions or signposting was given</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Use of support material</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**CONCLUSION:**
<table>
<thead>
<tr>
<th>Comment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forewarned the audience</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Restated the main points, (the map)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Note of finality (not “thank you!”)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>VISUAL AID:</td>
<td></td>
</tr>
<tr>
<td>Visual aid was used correctly</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Visual aid was clear and easy to see</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Outline was done correctly</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Bibliography (APA style used), done correctly</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Dressed appropriately for a formal presentation</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**COMMENTS:**
Asian Horror Films

Japanese and other Asian Horror films vary in nature but still question the cultural values of family, technology, religion, community, war, economic turmoil, and evil. They also ask difficult questions people across the world continually ponder. Some of these questions might be the following:

- What is our relationship with the living and the dead?
- How does the past shape our modern life? Is there any reconciliation between the past and present?
- What is our relationship with our neighbors and our entire community?
- How does technology transform or reduce the human connection to self and other?
- Are we responsible and/or victims of our own terrible circumstances?
- What is the definition of evil? Where does evil derive? From culture? From the past? From ourselves?
- Is religion or the spiritual world dead? If so, then is there a need for a replacement?
- What is the function of violence and suicide in the modern world? How does it play out in Japanese culture?
- Are we free?
- How do the world of crime and the yakuza influence Japanese ideas?

Films to Consider:

<table>
<thead>
<tr>
<th>Yukan</th>
<th>The Suicide Club</th>
<th>Ringu</th>
<th>Audition</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Kairo (Pulse)</em></td>
<td><em>Shutter</em> (2004)</td>
<td><em>Into the Mirror</em></td>
<td><em>Imprint</em></td>
</tr>
<tr>
<td><em>Cure</em> (1997)</td>
<td><em>Dorm</em> (2006)</td>
<td><em>Infection</em></td>
<td><em>One Missed Call</em></td>
</tr>
</tbody>
</table>

Choose one of the major prophets, minor prophets, or other writings from the Hebrew Bible and answer at least the following questions in your journal:

• What does the book (or prophet) contribute to Jewish history or culture?
• What significant trends or characteristic are revealed in the book?
• How does the message of the book apply to you personally or to culture at large (Jewish or non-Jewish culture)?

Requirements: 1.5-2 pages, double-spaced, 12-point font, and thoughtful ideas

From the Prophets: Joshua, Judges, I Samuel, II Samuel, I Kings, II Kings, Isaiah, Jeremiah, Ezekiel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi

From the Writings: Psalms, Proverbs, Job, Song of Songs, Ruth, Lamentations, Ecclesiastes, Esther, Daniel, Ezra, Nehemiah, I Chronicles, II Chronicles
Global Activity

This activity has worked well for me in the past, so I pass it along to you. It can be adapted to practically any class in many disciplines; it can be a very brief exercise, perhaps something done collaboratively, or a starting point for a more ambitious project.

1. Introduce a topic in the news, something that is being widely reported on. (I'll use the recent overthrow of Mubarak in Egypt as an example.) Ask students to explain what happened, how it started, and what the outcome was; ask them for the source(s) of their information.

2. It’s very simple to find live (or recorded) radio and television news broadcasts in English from nearly all corners of the world. (If they hear a little local music, that’s good too.) Here are some suggested sites:

   http://www.vtuner.com/

   http://www.live-radio.net/info.shtml

   http://www.radiofreeworld.com/

   http://english.aljazeera.net/

   http://www.alarabiya.net/english/

3. Send students to these sites, and ask them to find a news broadcast in English from another country. (For the revolution in Egypt, Al-jazeera and Al-arabiya would be particularly good choices.)

4. Having decided on a particular news story, ask students to spend some time listening to how that story is being covered in the foreign media. They should take notes as they listen.

5. Compare the reporting on the story by the two news agencies. Make sure that they are searching for parallel accounts of a very specific news event. This is the most difficult aspect of implementing this activity.

6. There are many points of comparison which can be used, depending on your objectives for the assignment. For example, students might focus on (1) facts; (2) tone; (3) areas of emphasis; (4) images (if available); (5) areas of agreement—there are many, many possibilities.

Students usually enjoy doing this assignment, and their critical thinking skills are also being engaged. I would be interested in hearing from anyone who tries this activity as I’m always interested in fine-tuning it.
Global Assignments

These assignments are used for Discussion topics in SPAN 1225 Elementary Spanish II Online.

(1)

You will need to find a Spanish-language newspaper (local, in print, or online from any country in the Spanish-speaking world). Find two apartments or houses: one that you would like to rent or buy, and one that you would not like to rent or buy. *El Nacional* is a local Spanish-language newspaper where you will find some ads. This paper is available on the OCCC campus and at local grocery stores. If you go online, there are newspapers from everywhere. Since this lesson focuses on Venezuela, here is a link to the [Clasificados](#) in the newspaper *El Universal* from Caracas.

In your discussion post, you will describe in detail the apartment or house and tell why you would/would not like to rent or buy it. The discussion CAN be in English, but it would be great if you tried it in Spanish. Here are some phrases you can start with: El apartamento está en ____. Tiene ____. Me gustaría (I would like) o No me gustaría (I would not like) alquilar este apartamento porque ____. If you write in Spanish, I will not correct errors but in my reply you may find that I have made some changes or corrections in the words you have used.

You should have at least 100 words whether you write in Spanish or English.

(2)

You will "go shopping" in *El Corte Inglés*, a wonderful almacén (department store) in Madrid. Please go to the Moda section and then to the type of clothing you wish to buy (men, women, young people, etc.) Select three (3) items you wish to purchase. In your posting, you will need to describe each item en español, tell why you like the item, where and when you will wear or use the item.

You should have a minimum of 100 words. You will need to provide details in your descriptions as well as your reasons and plans for each item. The descriptions will be provided in store website but you can add to them. Here are some helpful phrases to help you begin the other parts of the assignment: Me gusta __ porque ... Quiero llevarlo/la/los/las a ___.

Vocabulary notes: *store window* = la vidriera or la vitrina or el escaparate; *article of clothing* = la prenda de vestir.

Remember that when you write these discussion postings in Spanish, I will not be correcting or grading based on grammar or spelling; however, it is expected that you will use the vocabulary in your lesson for articles of clothing (as well as the words you find on the website). I may restate some of what you say and make corrections but the grading will be based on the content and thoroughness of your posting.
You will watch a 30-minute (minimum) news broadcast on a Spanish television channel. It may be Univísión or Telemundo (accessible through local cable outlets) or CNN en Español (available in the World Languages and Cultures Center on the OCCC campus) and through Satellite television. You will find that many of the topics will be familiar, and that most newscasters speak clearly. Although you will not understand everything, you should be able to get the gist of much of the newscast. As you watch, jot down your impressions of what is said and shown, and then watch an English-language news broadcast on network television, MSNBC, CNN or FOX, and compare the content and types of news reported. Is there more emphasis on events in the Spanish-speaking world in the Spanish-language newscasts?

You may write this in English, a minimum of 100 words, but if you choose to write in Spanish, remember that this is not corrected and graded for spelling and grammar but for content and expression of opinion.

According to a recent survey, the United States of America has more Spanish speakers than Spain, where the Spanish language was born. The US has about 45,000,000 Spanish speakers; Spain has about 44,000,000. Mexico has the most Spanish speakers, more than 106,000,000. (Statistics will vary depending on how the numbers are calculated.)

Given these figures, could it be said that the United States is a "Spanish-speaking country"? We see signs and publicity en español almost everywhere, not just in the Southwest or the Northeast, where there are the highest numbers of Hispanic residents. What do you think?

You will view the film Diarios de motocicleta (The Motorcycle Diaries), an award-winning film that takes you on a panoramic journey through South America with Ernesto "Che" Guevara (born in Argentina and later became an important figure in the Cuban Revolution) and Alberto Granado. In your discussion posting, please reflect on one or more of these topics: the relationship of the two main characters, their interactions with people on their journey, the motorcycle itself (since in Lesson 12 we are studying transportation), the places they visit, and the effects of the journey on the two main characters.

You will have subtitles in English to help you understand the dialogue. The Spanish in this film can be difficult to understand, except for the voiceover narration provided in the letters that Ernesto writes to his family. That language is much more clear and deliberate. I think you may find that you understand a great deal of it.

I expect you will wish to write this posting in English; again you need a minimum of 100 words.

NOTE: This film is rated "R" primarily for language. Please let me know if this presents a problem for you.
I would like for you to watch the film *Volver*, released in 2006, directed by the acclaimed Spanish director Pedro Almodóvar and starring Penélope Cruz. The film was nominated for an Academy Award for best foreign film. It is rated R, and it has one scene with sexual content but it is not explicit (no nudity). The language is not offensive, but the subject matter is not for children. The film is less controversial than most of Almodóvar's films. I hope everyone will be able to watch the film because it is one of the best films from Spain in recent years, and it portrays realistic relationships in both family and friendships, primarily among women. It has both comic and tragic elements, and the acting is superb. (Please let me know if viewing a film rated "R" is a problem for you.)

As with the previous film we discussed, the dialogue can be difficult to understand, but the subtitles make most everything clear.

The topic for your discussion is this: Why is the film entitled *Volver*? Your response should include specific references to events and situations in the film. I expect that you will write this in English.

I encourage students to respond to other postings, but I ask that you be courteous and not harsh if you disagree with another opinion.

**ANÁLISIS DE LA PELÍCULA**

1. Explique el título. ¿Cuál es la importancia del título de esta película?

   ____________________________________________________________________________

   ____________________________________________________________________________

2. ¿Quién es el/la protagonista de la película? ____________________________________________________________________________

3. ¿Qué tipo de conflicto se confronta el personaje principal o los personajes principales?
   a. ¿externo? ____________________________________________________________________________
   b. ¿interno? ____________________________________________________________________________

4. ¿Cómo se resuelve el conflicto? ____________________________________________________________________________

5. ¿Dónde tiene lugar (takes place) la acción? ____________________________________________________________________________

6. ¿En qué año o época tiene lugar la historia? ¿En qué estación ocurre la acción? ¿La hora del día? ____________________________________________________________________________
7. ¿Cuánto tiempo abarca (encompass) la historia?
   a. ¿Unos días? ¿Unas semanas? ¿Unos meses? ¿Un año?
   b. ¿Toda una vida?
   c. ¿Cuánto tiempo?
8. ¿Cómo comienza la historia? ¿Cuál fue el primer incidente? ______________________

9. ¿Cuál es el tema general de la película? ________________________________

10. ¿Puede Ud. mencionar otras películas o historias con temas semejantes? Sí / No
11. ¿Hay un «malo» en la película? ¿Había un héroe o una heroína? ¿Un personaje dinámico?

12. ¿Puede Ud. citar un ejemplo de un símil, una metáfora o de la personificación en la película?
    Explique. ________________________________________________________________

FILM ANALYSIS IN TARGET LANGUAGE (SPANISH)

In the attached document, Spanish students learn to analyze, on a very basic level, Spanish language films, in the target language. This handout can be used to analyze any film. Students may view the film in class or as homework, and the handout may be completed in small groups, by the class as a whole with students reading aloud the questions, or by individuals as homework. Films should be viewed without subtitles or with subtitles in Spanish, whenever possible. Even if the students view the movie with English subtitles, the film analysis activity will require the student to use the target language to complete the assignment. Foreign language films are rich in cultural information as well as listening practice.

E. Ginnett Rollins, Ph.D.
GLOBAL ED ASSIGNMENTS

Com 2213 Public Speaking

Global Component: each student will present a relevant international subject such as an international event, their personal heritage, global culture or historic event for an informative presentational aids speech. Students learn of other cultures and see the topic through the eyes of that culture fostering a greater appreciation of other peoples, who they are and what they value.

JB1103 Audio Production

Global Component: Each week, students will listen critically to local and international radio stations to discuss, compare and contrast on air personalities, formats, content, style and promotions of the stations.

The first listening assignment is this class is all about listening and discovering the nuances of the culture locally. Students listen to two different local Hispanic radio stations and contrast and compare the sounds, the air personalities, commercials, promotions et al. It sets the stage for all of their listening for the rest of the semester as they learn to listen to the “sound” of the station and of the culture, not just the music. It has been an invaluable beginning for a deeper understanding of the course, the talent and the business of radio.

JB2113 Advertising

Global component: Students will analyze weekly strategies and media approaches of a global ad campaign of an international event or product. Their first assignment is the Super Bowl commercials and which ads work globally and why.

Then, students are to chose an international product and follow its media message development in the various countries throughout the world.

JB1013 Introduction to Mass Communication

Global Components: Students will regularly write and discuss critical analyses comparing and contrasting the usage, formatting and content of the American mass media with the international media. Weekly in this course we examine how the media influences and affects international events and relations. We study the media’s role historically in world events and in current events. New media mean even more effective communication in world events such as Egypt and the Middle East. It is a great time to be able to look at the world globally.

My favorite exercise is available through a web site www.newseum.org.

This web site has the “front pages” of over 700 newspapers from around the world. Students are
assigned to critique the news from a North American front page, compare it to the news on the same
day for a paper from any other continent. Any front page ever posted is available, so some students
choose to look at the news around the world as it was reported after a significant date like 9-11 or the
Bi-Centennial of the USA. The global view contrast is amazing.

**JB2413 Principles of Public Relations:**

**Global Component:** Students will compare and contrast the use of public relations internationally for
national and global clients and causes. Students are asked to look at significant events and how PR
agencies represented their clients.
Share your knowledge!
Write a FACTUAL sentence about the world outside the U.S. and hang it on the tree. Be sure to cite where your fact came from.
It MUST be a fact!
Please be culturally sensitive—don’t offend.
Advocates of Peace

HUM 2423

The following is a close to end of semester presentation we do in my peace class. The essential purpose is to look at peace concepts working across international boundaries. It incorporates but is not limited to contemporary structures and principles that impact areas of conflict in human and international relations.

Group Project guidelines:

1. Each group member is responsible for at least 5 minutes of information.
2. Each group member is responsible to share tasks within the group.
3. Presentations should have a clear introduction, a middle, and a conclusion with appropriate transitions. (FLOW).
4. Pay attention to the following elements for our evaluation: be audience-centered/use good eye contact, tone, and gesture/have an interesting opening and clear summary at the end.
5. Should have at least 1 multi-media element to it.

Getting Started:

1. Outline a strategy and a flow
2. Assign each member information for a part of the whole
3. Assign each member a part of the technical aspects of the presentation (media, intro, closure, props, etc.)
4. Be in class for each other during library time!

The following are our areas of research for presentation:

A. Please present the history and role of the United Nations. It has a fantastic website and there is a magazine in the library put out by the UN. Thank you.
B. Please look into the history of Hiroshima and its international legacy in the role of peacemaking. You could begin by looking at Time magazine, August 1, 2005. Each year the mayor of Hiroshima gives an interesting speech on peace. Also, look into the story about the 1000 Cranes! Thank you.
C. Please look into the history of protest through music, including American folk and world music. Thank you.
D. Please look at the history of apartheid in South Africa, especially the Reconciliation Councils. Stephen Biko, Nelson Mandela, and Bishop Tutu are key figures. Also, find out where reconciliation Councils are being used in the world, e.g., places like Rwanda. Thank you.
E. Please present some of the Nobel Peace Prize winners from around the world and some of their ideas. Certainly include this year’s and last year’s winners, but after that, it is up to you as who to select. Thank you.

This continues to be a rich experience for all involved and is truly a celebration in world peace-making!
Submitted by Professor Mary Vollmer  
Division of Arts of Humanities

Impromptu Global Education Activity I:  Comp. I Essay 3, “To Inform,” accompanied by departmental guidelines in separate attachment

As a result of their 2/25/11 database orientation in the Library, a number of my Comp. I students chose to do a “cultural profile” for their Essay 3, and I approved that category in addition to those categories incorporated in the departmental guidelines for Essay 3. The students’ interest came as direct response to CultureGrams, employed as demonstration for the basic steps in navigating a database. In addition, the spontaneous discussion which followed on 2/28 added in the elements of knowing and tracing family history, as well as the mention of the current TV show “Who Do You Think You Are?” The show follows various celebrities through the process of researching family history. A then recent airing featured Rosie O’Donnell going back to Ireland.

The parameters of a cultural profile was left to the individual student, with some supervision, due to the variety of countries and cultures chosen. However, in general, thinking was heavily guided by the overall approach and layout of CultureGrams. The essay was then written and otherwise formatted according to the departmental guidelines for Essay 3.

Global Education Activity II: Syllabus Essay 5: This Essay is assigned and executed as presented in the departmental guidelines as Essay 5, “Global Argument and Research.”

Global Education Activity III: Composition II

In Composition II, cultural components are incorporated into all assignments from the beginning of the semester by way of textbook reading lists which include authors deliberately chosen partly for their cultural background as well as historical relevance. The selection process also includes time and attention given to Native American cultures. Prof. Vollmer’s syllabus is available upon request, but sample choices range from Kate Chopin to N. Scott Momaday, Leslie Marmon Silko, Cochise, and ending with the Final Assessment Essay, which uses a James Joyce story, “Eveline.” 
Assignment:

For this assignment, you will use the techniques for explaining and investigating to inform your audience about what something means or is, how something is done, or why something occurs. The audience is always of paramount importance as you plan your essay. Assume, for this essay, that your audience is not knowledgeable about the chosen subject. Therefore, all necessary terminology must be defined.

As you work gathering information to explain your topic, remember that you will also be informing your audience about your chosen topic.

Option I: Explain what something means or is. The following are suggestions:

- What is eminent domain?
- What is collateral damage?
- What is string theory?
- What is an anabolic steroid?
- What are punitive damages?
- Explain the word_______(joy, grief, conflict, home, companion, fair, escape)
- What is depression?

Option II: Explain how something is done. The following are suggestions:

- How to bake a cake.
- How to build a computer.
- How to frame a house.
- How to plan a vacation.
- How to borrow money.
- How to invest in a mutual fund.
- How to tune a guitar.

Option III: Explain why something occurs. The following are suggestions:

- What causes a tsunami?
- What causes a stroke?
- What causes a sunburn?
- What causes a black hole?
- Why do dogs and cats shed?
• Why do we age?
• Why do fans make our bodies feel cooler?

The key to informing and explaining is analysis. Analyze your subject and how it can be broken into parts or steps. For example, if you choose to define eminent domain, you will have to do research on the various elements of its meaning. Each element is then explained to give the total picture of what eminent domain means. If you choose to explain how to frame a house, you will have to identify necessary materials, required tools, and then take the reader step by step through the process. If a process is explained clearly, the reader should feel confident in giving it a try. If you choose to explain why a tsunami occurs, you will need to research the various elements that must combine for the chain of events to occur that result in the creation of a tsunami.

Objectives:

• use invention techniques such as brainstorming, listing, cubing, reporters’ questions, free-writing, and clustering.
• organize ideas and supporting details in a clear and effective manner.
• express the main idea of an essay in a thesis statement.
• develop effective paragraphs that exhibit unity, organization, and coherence.
• write correct and effective sentences.
• revise and edit essays to improve the original draft.
• gather information from a variety of sources, incorporate the information into a writing project, and properly document the sources in MLA style when outside sources are used.

Requirements:

• MLA format
• 12 point font (New Times Roman)
• 3 – 4 pages of text, not including the Works Cited page if outside sources are used.
• Works Cited page (if outside sources are used).
• Your instructor may require you to turn in copies of all articles and materials if outside sources are used.
• You must submit all required materials as specified by your instructor. Such materials may include invention process, shaped outline, rough drafts, peer editing, feedback from a tutoring service (i.e. Echo, Communications Lab, Grades Results), and final copy.
• When completed, all materials, drafts, etc. will be placed in a large envelope and/or pocket folder as specified by your instructor.

Organization:

I. Introduction: In the introduction, you identify the subject to be explained. This will be your thesis statement. The major points will also be identified. For example, if you select to explain how to
frame a house, your major points could include a variety of materials are required, a host of tools are needed, and then a construction process would be followed.

II. Body: Each body section will discuss one of the major points identified in the introduction. Depending on the choice of subject, outside sources will be required. For example, if you choose to explain why we age, research will be necessary to explain that process. That research information must have in-text citations reflecting the presentation of facts, concepts, or direct quotations. If, on the other hand, you are explaining how to make your favorite recipe for a cake, outside sources might not be necessary. However, if you refer to a cookbook, it must be cited.

Smooth transitions between the various elements, steps, causes, etc. are very important. They move the reader easily from one point or step to the next. The length of the body of the essay will vary depending on the complexity of what is being explained. Do not forget that your goal is to write clearly and for a general audience.

III. Conclusion: The conclusion will restate the thesis and give final insight to the major points that were presented in the essay. In addition, you want to leave the reader with a memorable ending. For example, if you explained how to plan a vacation, your conclusion might include a sentence encouraging the reader to follow these simple steps which will lead him/her to stepping off of a plane and into paradise.
Submitted by Professor Mary Vollmer  
Division of Arts of Humanities  
ENGL 1113: English Composition I  
Writing to Convince Essay  
(Global Argument and Research)

Assignment:

For this assignment, you are to select a topic that is global in nature, articulate a position on the topic, address and refute an opposing view, and argue your viewpoint using sound logic. Your topic should not only have an immediate impact on American society but also societies around the world. You do not necessarily have to propose a solution to a global problem, but your viewpoint should be both arguable and defendable.

Techniques for Writing Argument:

- Argue objectively, use sound logic, and avoid fallacies.
- Incorporate all the components of a classical argument in a fluid and effective manner.
- Make nuanced and effective use of the rhetorical triangle: ethos, logos, pathos.
- Show how your topic has a real and important impact on the global society.

Option I: Write an argument that deals with issues of culture or ethnicity. Examples include:

- Increasingly, public schools, universities, and even corporations are making a push toward multiculturalism, feeling that our society should be more inclusive. Others, however, argue that multiculturalism undermines American identity and traditions. Define multiculturalism, explain the background and history of the controversy, and then argue for or against its implementation.
- With the increasing number of Hispanic immigrants, many have argued that Congress should make English the official language of the United States. They assert that, in order for a people to survive, they must have a common identity, and language is crucial to preserving a people’s identity. Opponents of this idea argue that it’s discriminatory and sends the wrong message to potential immigrants. Explain the scope and history of the controversy, and then argue for or against this idea.
- While profiling individuals in public places is a controversial idea, many have argued that it’s a necessary step in the war on terror. Certain commentators, such as Tucker Carlson, have asserted that we have a good profile of the average terrorist, and the profile is not simply based on race, but also age and gender. Others, however, feel profiling of any sort is inherently discriminatory. After giving some background, argue for or against the practice of profiling.
- Recently, controversy has erupted in both Great Britain and France over the practice of wearing veils by Muslim women. In the past, France has banned the practice in public schools, arguing that it’s an overt expression of religion, which violates the separation of church and state. In
Great Britain, leaders have called the veil a symbol of oppression that makes non-Muslims uncomfortable. Give the history of the controversy, and construct an argument for or against one’s right to wear a veil (or another religious garment) in public places.

**Option II:** Write an argument that addresses the United States’ relationship with other nations.

Examples include:

- Many conservative commentators, such as Rush Limbaugh and Sean Hannity, have argued that the United Nations prevents, perhaps deliberately, the United States from looking after its best interests. Some have even gone so far as to suggest that the U.N. is anti-American. Many, however, feel that the United States must work with the U.N. to keep good relations with the rest of the world. Give some history of the U.N., explain why some feel it is anti-American, and then argue for or against the United States’ continued inclusion in and cooperation with the U.N.

- With global warming an increasingly popular, and perhaps controversial, topic, many people are demanding that the United States join other industrialized nations in reducing environmental pollution by signing the Kyoto Protocol. For these people, the United States uses too much energy and, in the process, releases too many dangerous emissions into the air. Critics of Kyoto, however, feel that it would severely wound the American economy; moreover, they say, the U.S. may use more energy than other nations, but it also gives more to the world economy than any other nation. After conducting research, argue for or against the U.S. joining the Kyoto Protocol.

- While many people see the war on terror as an ongoing struggle, few agree on how it should be carried out. Critics of President Bush have claimed that military action alone cannot quell the onslaught of violence, and they assert that more diplomacy is needed. Opponents of this viewpoint, however, feel it’s pointless to try to reason with those willing to carry out terrorist acts. Explain the debate and argue for or against changes in the current war on terror.

**Objectives:**

- use invention techniques such as brainstorming, listing, cubing, reporters’ questions, freewriting, and clustering.
- organize ideas and supporting details in a clear and effective manner.
- express the main idea of an essay in a thesis statement.
- develop effective paragraphs that exhibit unity, organization, and coherence.
- write correct and effective sentences.
- revise and edit essays to improve the original draft.
- gather information from a variety of sources, incorporate the information into a writing project, and properly document the sources in MLA style when outside sources are used.

**Requirements:**

- MLA format
- 12 point font (New Times Roman)
• 6-8 pages of text, not including the Works Cited page.
• A minimum of 5-7 credible sources as specified by your instructor.
• Works Cited page.
• Your instructor may require you to turn in copies of all articles and materials if outside sources are used.
• You must submit all required materials as specified by your instructor. Such materials may include invention process, shaped outline, rough drafts, peer editing, feedback from a tutoring service (i.e. Echo, Communications Lab, Grades Results), and final copy.
• When completed, all materials, drafts, etc. will be placed in a large envelope and/or pocket folder as specified by your instructor.

Organization:

Your paper should follow the classic argument pattern, or a variation of it, as specified by your textbook. A classic argument contains the following components:

I. Introduction: In the introduction, you slowly lead your audience into the topic by introducing it and connecting it to them.

II. Narration: The narration is where you give all necessary background and context so your audience can understand the topic. You might do any or all of the following: give historical background; define specialized terms; explain the extent of any problems presented within the topic; explain how the topic is controversial.

III. Partition: The partition, in short, is your thesis, or claim. It should meet two criteria: it should be arguable, and it should be defendable.

IV. Argument: If the partition is the claim, this is where you support that claim with topic sentences, or sub-claims, that bolster and prove the thesis. Remember to use outside sources to illustrate or support your ideas, and avoid fallacies at all costs. Solid argument, remember, is built upon solid reasoning.

V. Refutation: Here, you first acknowledge opposing viewpoints, and then show why your viewpoint is preferable to all others.

VI. Conclusion: As in previous essays, your conclusion should tie up all loose ends, reiterate the main idea, and then end on a thought-provoking note. Usually, an argument ends with a call to action.
Assignment:
For this assignment, you will select a global or multicultural issue from current events, or one from the past that has a current impact. This topic should be arguable and defendable. Your selection should be a topic that affects a larger group of people, rather than a few individuals. Once you have selected your topic, you will need to take a stand on one side of the issue and argue from that point of view. You will need to present valid evidence from both sides to create a strong, credible argument that supports your position.

Objectives:

Use invention techniques such as brainstorming, listing, cubing, reporter’s questions, freewriting, and clustering.

Consider an external audience to guide tone, vocabulary, and content.

Draft or outline your initial draft. Employ a pattern of organization that is clear and easy for the reader to follow.

Provide sufficient and relevant context so that your audience understands your topic.

State a clear, debatable claim/thesis.

Support your claim by presenting credible evidence from a variety of sources.

Identify and acknowledge the counterargument to your claim.

Offer a conclusion that summarizes your evidence and restates your original claim in a new way.

In addition to using information provided by outside sources found during your research, you should also present your own insights on the issue to show the audience what you already know about the subject.

Utilize an appropriate balance of audience appeals from Aristotle’s Rhetorical Triangle to connect with the reader. (Logos – logic and facts, Ethos – ethics and credibility, Pathos- emotion).

Avoid using fallacies that will weaken your argument and lessen your credibility with the audience.

Write effective sentences using concise language, proper grammar and punctuation.

When using outside sources, integrate your quotations effectively and correctly and cite all sources according to the specified format.
Revise and edit your essay to improve the original draft.

Requirements:
MLA format (unless otherwise specified by instructor)
12 point font (Times New Roman, Arial, or other acceptable font as specified by instructor).

- 6-8 pages of text, not including the Works Cited page
- Works Cited page
- A minimum of 5-7 credible sources as determined by your instructor
- Your instructor may require you to turn in copies of all articles and materials if outside sources are used
- You must submit all required materials as specified by your instructor. Such materials may include invention process, shaped outline, rough drafts, peer editing, feedback from a tutoring service (ECHO, Communications Lab, Grades Results, etc.), and final copy

Techniques:
- To determine your claim, write down questions regarding your topic. For instance, is climate change man-made? Consider your answer to the question. Write it down. Now, determine whether or not this answer is debatable and defendable. “Climate change is man-made,” for example, is a debatable claim.
- Present your issue in a way that will grab your readers’ attention and help them understand that the issue exists and that they should be concerned about it. You might use an anecdote or startling statistic to draw the reader in.
- Present your claim in a way that is clearly stated and arguable. You might use a “because” statement, with your claim making up the first part of that statement. For example: “Cats make better pets than dogs for apartment dwellers because cats do not bark or need to be taken outside on a regular basis.”
- In order to maintain an objective tone, avoid using First Person (I, me).
- To address a broad audience, do not use Second Person (you, your, you’re).
- Be aware of the needs, situations, and perspectives of your audience. This will help you decide what information is appropriate to include and exclude in your argument. For instance, if you are arguing that cats are the best pets to own, your audience will not be people who already own cats.
- After considering to what degree the audience agrees or disagrees with your claim, provide enough credible evidence, such as statistics, expert opinions, and examples to support your claim.
- Use Reporters’ Questions (who, what, where, when, why, how) to evaluate the credibility of your sources. It is important to find the most credible sources possible.
• Use sources to illustrate or support your claim or main points of the argument, but not to speak for you.
• Appeal to the audience by using an appropriate and balanced mix of ethos (ethics, credibility, and character), pathos (emotions), and logos (logic). You should present facts from credible sources in order to establish credibility with the audience. You might also use an anecdote to put a “human face” on your topic if appropriate, but be careful not to weaken your argument by using too much pathos. You should also avoid using logical fallacies, such as stereotyping or over generalizing, because these can weaken your argument as well.
• Present an honest discussion of the counterargument (objections from the other side). Remember, for any arguable claim or thesis, there must be at least one other point of view besides yours. You may need to concede and acknowledge a point from the opposing side.
• Make sure your conclusion restates your claim in a new way and recaps the evidence you have presented. If your goal is to convince your audience to take action, state that in your conclusion.

Options:
• Think of your claim as the answer to a debatable question regarding a global or multicultural issue. The following is a list of some sample questions pulled from the SIRS database, which is located on the OCCC Library website, www.occc.edu/library:
  • Should the U.S. place economic-policy demands on countries receiving aid?
  • Is bioterrorism a greater threat to global security than nuclear terrorism?
  • Should testing and prevention be emphasized over treatment in combating the AIDS pandemic in Africa?
  • Is the anti-immigrant movement racist?
  • Should there be exceptions to child labor laws?
  • Should the United Nations ban the export of diamonds from countries where conflict is occurring?
  • Should countries get involved in ethnic conflicts outside their borders?
  • Should pharmaceutical companies test experimental AIDS drugs on vulnerable populations?
  • Should mandatory restrictions be implemented to conserve water?
  • Is affirmative action necessary?
  • Should the developed world increase food aid to famished regions?
  • Is it the international community’s responsibility to provide shelter for displaced refugees?
  • Should teenagers have the same right to privacy that adults expect?
  • Is globalization a threat to economic sovereignty?
  • Does the world need the United Nations?
  • Should immigrants be forced to assimilate into their new country?
  • Is the concept of human rights universal?

Organizational Patterns:
Your paper should follow the classic argument pattern, or a variation of it, as specified by your textbook. A classic argument contains the following components:
I. Introduction: In the introduction, you slowly lead your audience into the topic by introducing it and connecting it to them.

A. Narration: The narration is where you give all necessary background and context so your audience can understand the topic. You might do any or all of the following: give historical background; define specialized terms; explain the extent of any problems presented within the topic; explain how the topic is controversial.

B. Partition: The partition, in short, is your thesis, or claim. It should meet two criteria: it should be arguable, and it should be defendable.

II. Argument: If the partition is the claim, this is where you support that claim with topic sentences, or sub-claims, that bolster and prove the thesis. Remember to use outside sources to illustrate or support your ideas, and avoid fallacies at all costs. Solid argument, remember, is built upon solid reasoning.

III. Refutation: Here, you first acknowledge opposing viewpoints, and then show why your viewpoint is preferable to all others.

IV. Conclusion: As in previous essays, your conclusion should tie up all loose ends, reiterate the main idea, and then end on a thought-provoking note. Usually, an argument ends with a call to action.

Incorporating the Text (Chapter 8, “Writing to Convince”):

- As a class, read Maureen Dowd’s *Our Own Warrior Princess* on page 233. Using the “Options for Organization” on page 249, have students identify Dowd’s claim, issue, evidence (opposing and supporting), and conclusion. Ask students to determine which one of the three patterns of organization, (Deductive, Inductive, or Refutation), Dowd is using. Use the same techniques for the arguments beginning on pages 240 and 259.

- Have your students complete the “Writing Activity: Questioning and Freewriting” on page 244. Then break the class up into small groups and have students share the members of their group. Group members should use the reporter’s questions as a guide to help identify strengths and weaknesses in each argument, and help the student decide how suitable his or her topic is for the purpose of a persuasive essay.

- Once your students have chosen their topics, have them complete the “Writing Activity: Conducting Research” on page 246. You may choose to designate a “Research Day” and have students go to the library as a group to work on research for their topics. If so, students might also complete the “Writing Activity: Considering Your Research and Focusing Your Ideas” on page 247 in conjunction with the “Conducting Research” assignment.

- After students have completed their rough drafts, put them into groups of three or four and have them participate in the “Writer’s Workshop: Responding to Full Drafts” on pages 256 and 257, and the “Writer’s Workshop: Round-Robin Editing with a Focus on Citing Sources” activities.

Chapter 14, “Using Strategies for Argument”
• As a class, review the Rhetorical Appeals (Ethos, Pathos, Logos) beginning on page 460. Ask students to bring in a copy of an editorial from a local newspaper. Break the class into small groups and have the group choose one editorial example for their group. As a group, they should work to identify the appeals used by each author. They should also look for fallacies that weaken the argument. Then have each group present their editorial and analysis of that editorial to the rest of the class.

• Have your students complete the “Writing Activity: Considering Your Audience” on page 460. Once they have written their letters, have them work in small groups to review the letters and discuss the differences and similarities between the two letters. Using the outline format, have students in the group outline the arguments of each letter from their group. This will help the students identify strengths and weaknesses in their arguments.

• Have your students read the argument essays in Chapter 14: David Wolman’s Time to Cash Out: Why Paper Money Hurts the Economy (page 465), Stanley Fish’s But I Didn’t Do It! (page 469), and Rick Reilly’s Nothing But Nets (page 473). After reading the essays, have your students conduct research to determine what makes each particular author credible.

**Journal Prompts and Classroom Activities:**

• Split the class into two groups. Select a controversial topic that the class is familiar with, (e.g. death penalty, texting & driving, changing the drinking age). Assign one side of the class as “for” and the other side as “against.” Have the “For” side state a claim. The “Against” side should state a counterclaim based on the “For” side’s claim. Going back and forth between the sides, the students should present evidence and rebuttal evidence until everyone on both sides has contributed something. Then each side should present a conclusion based on the evidence given. Rebuttals should be a direct response to a stated piece of evidence so listening skills are key.

• View a documentary in class that deals with a controversial topic. Have the students write a journal entry that identifies the claim the documentary is trying to make. Once the claim is identified, the students should choose one area of focus for their journal. They may write about the logos, pathos, ethos, or fallacies the filmmaker uses and the effects on the credibility of the film.

• Ask the students to think of a time when they had to convince someone of someone. (Some ideas might include: Asking a parent to extend a curfew or borrow a car, asking a professor or teacher to extend a deadline on an assignment, or trying to convince a friend to see a certain movie or eat at a certain restaurant.) Have the students write the claim they made, what rhetorical appeals they used, and whether or not their arguments were successful. They should identify what evidence or appeals were successful and which ones were not, as well as state the outcome of the argument. Was there a compromise? Did their tactics fail completely? And what, if anything, would the students do differently if presented with the opportunity to try and persuade that person again.

• Give the students a scenario that requires them to take a side on a debatable issue. (Some ideas might include: Should companies be allowed to discipline or terminate employees based on
things the employee posts on social networking sites? Should professors be allowed to lower a
student’s grade based on attendance? Should healthcare be free? Should college be free?) Ask
students to make an outline of the claim, evidence supporting their positions, and a conclusion.
Once the students have chosen the side they support, have them write a short essay that argues
in support of the opposite position. The goal is for the students to see how to present credible
evidence from the other side of an argument in order to be more credible (ethos) to the
audience.
• Show students various advertisements (print or commercials) and have them identify the claim,
appeals, evidence, and target audience. Show several and ask students to compare them and
decide which ones are more convincing and why. They should also look for fallacies. (Note:
campaign ads are a good place to look for those.)
One of the assignments in this course is to write an illustration paragraph.

I ask students to choose a country that they are interested in and research it, either on the internet or by talking to someone from that country. An illustration paragraph gives examples of a general topic sentence, so students are required to give examples of some aspect of the country they have chosen in their paragraphs. For example, students might write on interesting customs of China, typical foods of Peru, how Christmas is celebrated in Mexico, etc.

I ask students to share their papers with the rest of the class, so everyone learns a lot about other countries!
All courses:

- Cooperative Learning: All classes work in teams of diverse abilities, ages, backgrounds, etc. The promoted skills are listening, sharing ideas, encouraging one another, and completing tasks successfully together.

College Reading I:

- Read The Traveler’s Gift by Andy Andrews
  - This novel highlights seven fundamental strategies for creating a successful life. It also reinforces the premise that everyone from all walks of life experience setbacks, failures, and hardships, and it’s a natural part of the process of growth and development to encounter change, make adjustments, and adapt. This book promotes understanding of several historical figures that made an impact on the world.

College Writing I

- Write poems using words and phrases to express personal identities and attributes to self and others.
  - I AM Poem
  - BIO Poem
- Write sentences about five people who have made an impact in life.
- Write paragraphs about personal traditions, cultures, and backgrounds.

College Reading II

- Read The Ultimate Gift by Jim Stovall
  - The Ultimate Gift, in both book and movie form, touches on important life lessons such as the power of love, family, friendship, laughter and even problems. It promotes personal development, human differences, gratitude and acceptance. The main character discovers life-changing lessons, forges meaningful relationships that he never knew could exist, and learns to give back to others in need.

College Writing II

- Group and Peer revising and editing.
- Write paragraphs on current issues such as drug abuse and human trafficking.
Regularly in our Composition I class, we dedicate a few minutes of time to recap on international news. Much of our discussion this semester has been upon the revolutions in the Middle East and more lately the growing violence in Libya. As the course progresses, we use examples from these discussions in our analysis of narrative and rhetoric.
For global ed, in Intro to Theatre we do small group presentations on classical Asian theater. We usually have three sections: Indian/Sanskrit; Chinese, and Japanese. Sometimes we include Southeast Asian theatre as well.

We also do ancient Greek and Roman, but that pretty much is in any theatre history class and is still Western in its orientation.
In my Success in College and Life class, I host a “Diversity Day.” Students sign up to bring food, artifacts, and/or information from their own cultural backgrounds or cultures they are interested in learning more about. After the food and displays are assembled and students have had a chance to browse and get a snack, the class participates in a diversity shuffle. Students form a circle and respond to several prompts about their cultural identity by either joining others in the middle who feel this prompt describes them or staying in the circle with those who feel it does not. The exercise is designed to highlight commonalities in spite of cultural differences. Following the activity, students give optional presentations about their own or other cultures for extra credit.
In News Writing, I give a news quiz each week, based on The Oklahoman from the previous week. Of the six news items, one question always deals with an international topic. The goal is to encourage students to consume international news.

* In English Comp I, my students are reading Greg Mortenson's non-fiction book *Stones into Schools*, about building schools for girls in Afghanistan. Our first research essay will be based on a topic from that book -- of the student's choosing. The last essay of the semester, which will be written in class, will address the question of what action America should be taking in Afghanistan.
Here are a few ideas:

- Break the classroom up into groups and give each group a country. Each member from the group then writes a short paper on an aspect of that country. It could be a traditional meal, a favorite sport, a unique holiday. The group then presents their country to the class. I like this assignment because it allows students to pursue what interests them, but in the context of a foreign country.
- Show a foreign film and discuss the plot in terms of how it differs from American culture. If the plot is about being a teenager, then the students discuss how being a teenager in the country depicted is different from being a teenager in American. This assignment shows similarities as well as differences.
- Break the classroom up into groups and have each group create their own country. Each member must then design an aspect of that country. One student creates a healthcare system, another creates an educational system, etc. The design for the aspect they create must be matched by an existing country other than the U.S.
- Assign each student a country and have them do some general background research on the country. Then design a scenario that causes the world to be at war. Using their country's culture, resources, and diplomatic standing, each student must navigate the situation to do what's in their best interest and try to bring a resolution to the conflict. This one requires A LOT of work by the instructor, but the class learns a lot. I have some example assignments sheets for this if you choose to include it.
In Film Studies, we watch a foreign film *Crouching Tiger, Hidden Dragon* in Mandarin. We do our usual film work, but we work with a very fine foreign film.

In Comp I, our final major essay is an argument paper. The paper has to be about a topic that has global connections or could connect to a global audience or concern.

In Classical/Medieval Humanities, the entire class is a journey in understanding our place in the world and how the West developed. We start with the cave art of Lascaux, France, and work our way through the work of Leonardo and Michelangelo. In that journey, the eastern part of the West is discussed at great length, ie Turkey, etc. Also, an entire chapter is devoted to Judaism and the development of Christianity. Another chapter discusses Islam, and its connection to the other two religions. Therefore, to me, the whole class is based on learning outside of ourselves and at the same time, learning how all of their accomplishments combine to give us the opportunity to sit in our classroom and ponder the great thinkers and ideas that are covered in those 12 chapters.

In Intro to Literature, we read a wide variety of authors from around the world including Russian, African, British, and American. There are American writers who have roots in Hispanic, American Indian, and African American subjects. We can see how different places, groups, and times view the world. It is very enlightening.

The same is true of my Short Story class. The variety of material is excellent.
I fulfill the Global Awareness Component in my American History Since the Civil War classes by including the following course competency in my syllabus. Upon completion of the course the students will be able to analyze events and personalities that have influenced the development of United States foreign policy and U. S. involvement in world and regional conflicts. This competency is met when students participate in class discussions over numerous topics that include identifying and explaining the historical significance of each item, establishing the historical context in which it existed and determining whether the item was the result or the cause of other factors existing in society. Examples of identification terms would include: expansionism versus imperialism, the foreign policy elite, the male ethos and imperialism, navalism, McKinley’s war message, the Roosevelt Corollary to the Monroe Doctrine and dollar diplomacy during the American quest for empire. During the global millennium identifications would include: the globalization of business, the North American Free Trade Agreement, the World Trade Organization, multinational corporations, ethnic wars in the Balkans, the Afghanistan war, Bush’s pre-emptive action policy, the Iraq war, and global disease dissemination.
The Story: My Grandfather’s Story (Two Wolves)

There was a grandfather. His little grandson often came in the evenings to sit at his knee and ask the many questions that children ask. One day the grandson came to his grandfather with a look of anger on his face.

Grandfather said, "Come, sit, tell me what has happened today."

The child sat and leaned his chin on his Grandfather's knee. Looking up into the wrinkled, nut brown face and the kind dark eyes; the child's anger turned to tears.

The boy said, "I went to the town today with my father--to trade the furs he has collected over the past several months. I was happy to go, because Father said that since I had helped him with the trapping, I could get something for me. Something that I wanted."

I was so excited to be in the trading post; I have not been there before. I looked at many things and finally found a metal knife! It was small... but good size for me, so Father got it for me."

Here the boy laid his head against his grandfather's knee and became silent. The grandfather, softly placed his hand on the boy's raven hair and said, "And then what happened?"

Without lifting his head, the boy said, "I went outside to wait for Father -- and to admire my new knife in the sunlight. Some town boys came by and saw me, they got all around me and starting saying bad things."

"They called me dirty and stupid and said that I should not have such a fine knife. The largest of these boys pushed me back and I fell over one of the other boys. I dropped my knife, and one of them snatched it up, and they all ran away laughing."

Here the boy's anger returned. "I hate them, he said almost hoarsely. "I hate them all!"

The grandfather, with eyes that have seen too much, lifted his grandson's face so his eyes looked into the boy’s. Grandfather said, "Let me tell you a story. I too have, at times, felt a great hate for those who have taken so much, with no sorrow for what they do. But hate wears you down, and does not hurt your enemy. It is like taking poison and wishing your enemy would die. I have struggled with these feelings many times. It is as if there are two wolves inside me, one is white and one is black. The white wolf is good and does no harm. He lives in harmony with all around him and does not take offense when no offense is intended. He will fight only when it is right to do so...and in the right way.

"But the black wolf is full of anger. The littlest thing will set him off into a fit of temper. He fights everyone, all the time, for no reason. He cannot think because his anger and hate are so great. It is helpless anger, for his anger will change nothing. Sometimes it is hard to live with these two wolves inside me, for both of them try to dominate my spirit."
The boy looked into his grandfather's eyes, and asked, "Which one wins Grandfather?"

The grandfather smiled and said, "The one I feed."

**Global Issue Activity: Instructions**

Story: "Two Wolves"

Metaphor: White wolf-Represents ethics, good acts, social civility

Black wolf-Represents depravity, chaos, anger to varying degrees

Genre: Native American Legend

Writing Activity Questions:

Brainstorm a time when your "white wolf" was in charge.

Brainstorm a time when your "black wolf" was in charge.

Collaborative Group Activity: Explain to group members which "wolf" is in charge of you today. Give 3 examples to support your answer.

Research Collaborative Group Activity: Each group: Find a current news event that reflects "white wolf" in the culture. Find a second current news event that reflects "black wolf" in the culture.

_A Trainer's Companion_

Olsen, Walter
Beyond Words Publishing 1993
One speech assignment titled, Global Awareness Speech, is required each semester. Assignment is a fifteen minute, group speech in which students work together, in groups of five, to select and present a topic in an informative speech describing some aspect of a country other than the United States. Categories of topics appropriate for this assignment include, people, culture, places, events, and objects.
Division of Business
Every semester, in every class I teach, in addition to referring to contexts outside the U.S. in class discussions, I allocate one class period to expose my students to lifestyle in developing countries. I do it with a power point presentation along with audio and videos. I virtually take my students to Nepal in the name of ‘A Journey to Nepal’.

In the presentation, I try to give exposure to Nepalese culture, economy, politics, and topography and then the Nepalese lifestyle that emerges in that context. Students always excitingly participate during this presentation. It later helps me explain my teaching of economics in a different context, broadly speaking, in the context of developing economies.
Global Education Component

Country of origin of common consumer goods

(Economics, Business, International Business)

Students are asked to check the countries where the products they frequently use were made and establish a list that they bring to class. This includes anything that they either use or have purchased (electronics, clothing, shoes, and home appliances, jewelry etc.)

During class period students divided into groups identify those countries on an unmarked map and submit their results.

As a class exercise, the accuracy of the mapping project is collectively checked. Google Earth™ is then used to zoom into main cities of those countries and look at some scenery photographs.

2nd Multicultural Business Forum

The OCCC Multicultural Student Business Club invites you to attend the 2nd session of the Multicultural Student Business Forum (MSBF) to be held on April 20, 2010 in the OCCC Business Lab (Room 2R0), at 9:00 am. The 2nd Multicultural Business Forum will again bring together OCCC students and students from Ulyanovsk State University in Russia. Ulyanovsk is located 600 miles east of Moscow (Russia’s capital city) and is the birthplace of Vladimir Lenin, the former President of the Soviet Union.

The Multicultural Student Business Club (MSBC) is a social and educational student organization which aims to foster multicultural exchange and global awareness among students of business at Oklahoma City Community College.

Check for the MSBC regular meeting times on the OCCC Student Life CampusGroups
Submitted by Professor Sunny Garner
Division of Business

For MGMT 2423 Leadership:

We have two major presentations over leaders worth 1/3 of their overall grade. The first presentation is required to be a leader from another country, past or present. Included in the presentation, the students are required to articulate the culture, the economy, language, environment, etc., of the country before presenting on the leader. The students must demonstrate a working knowledge of all of those factors, and also include why they choose the leader, historical information, and the leadership style. Students must turn in a paper after presentation, APA, 7-10 pages in length.

For MGMT 2453 Mid-Management Seminar:

Students are required to read peer reviewed research articles in the area of mid-management. The research articles include how mid-management impacts other countries (i.e. many Asian countries) and the outcome, comparison, and contract to American mid management styles. Authors from other countries, cultures and backgrounds are also included. For their final project, I have students plan, from start to finish, a business plan. How the business will function, from a mid management perspective, but including global marketing, advertising, interrelated working styles, employees, product, import/export, salaries, benefits, etc., Final paper required is APA, 7-10 pages in length.

For SCL 1001:

Over the progression of class:

1. During introductions, I ask not the student's name and where they are from. I then divide the class into four groups. Typically, I place international students and/or immigrant students in each group of domestic students. This becomes their group for the semester. Therefore, every aspect covered has a different perspective. I also ask students to take turns on group reporting on who will lead. On topics, I ask questions to the class of individuals in the group of how the educational system, government, culture, language, etc., essentially “works” in their country.
2. Diversity topic: participate in the Diversity Shuffle: I would recommend the diversity shuffle even as an ice breaker for any class. The diversity shuffle begins with participants all starting at one side of the room. Then you ask questions, such as do you prefer Coke or Pepsi? The participants who like Coke go to the other side of the room while the rest remain, and then come back to the starting position. This proceeds into areas of age, first generation college students, English as a second language, immigrant students and international students. It is quite an eye opening experience for all involved to see how much diversity there is within the classroom and how much we have in common more than we have differences.
   a. We view “A Class Divided” and have a discussion afterwards
   b. We talk about Study Abroad and I ask for students to raise their hands if they have been out of the USA. Each student that has been abroad, whether related to studies or not, I ask for their account and experiences they feel comfortable sharing to the class.
c. I go over how many international students we have on campus and explain that international students leave their home, family and friends to study in the United States for an extended period of time. That it is much longer than a “vacation”, most of the time English is their second language and must abide by complicated immigration regulations. Then I discuss cultural adjustment and culture shock; that small, familiar cues are no longer present, students are often home sick and isolated being away from family and friends, and everything is essentially different including food, dress, holidays, etc. Then students begin to assimilate what stereotypes they had before coming to the USA and integrate parts of American culture with their own. Students return home with a working knowledge of the USA to take leadership roles in their home country with real life experience in the USA. Therefore, future generations and the view of the United States is greatly impacted by their experience as an international student.
Division of Information Technology
JOURNAL #09: GAMES GLOBALLY
Other countries view video games very differently, than do Americans. As game developers, one must consider, not only the moral and ethical aspects of the game but also how the game will be received in other cultures, based on their beliefs, politics and market.

REQUIREMENTS

RESEARCH A COUNTRY’S VIDEO GAME VIEWS!
Write a 500-word paper describing this country and their views on video games. Be sure to answer the following questions:

- What is the country and where is it located?
- What is their take on video games (any laws on video games)?
- What video games have been produced in or about this country?
- Are video games being used their education system? How?
- What is their average age of game players?
- What considerations must game designers make when designing for that country?

ASSIGNMENT CHECK LIST

1. Research A country of your choice
2. Download The MLA_Template.doc on the online course site.
3. Write A 500-word paper describing the country and their views on video games
4. Cite Cite your sources
5. Save Save this file as “YourLastName_09.doc”
6. Submit Assignment to instructor

ASSIGNMENT TIMELINE

THIS PROJECT IS DUE ON WEEK 10

All course work must be turned in before or at the start of class on the given due date. Any work turned in after it’s designated due date WILL NOT be graded and result in a zero.

EXTRA CREDIT

For extra credit you can create a poster to accompany your paper. Use the PSD template provided, that highlights the following questions from your journal exercise:

- What is the country and where is it located?
- What is their take on video games (any laws on video games)?
- What video games have been produced in or about this country?
- What is their average age of game players?
- Other interesting facts.
Upload your extra credit as a **psd** file.

**A Few Photoshop Tips!**
- Do not resize your images
- Do not use images smaller than 800px X 600px
- Use a legible font
- Do not use contrasting (harsh) colors
- Do your best work as these will be printed and put on display.

**EXTRA CREDIT CHECK LIST**

- **1. Complete** Journal #09 before beginning. Extra credit is only given to those who have completed the Journal assignment first
- **2. Collect** Images to be used for your poster
- **3. Download** The PSD Poster Template provided on the online course site
- **4. Create** A poster to compliment your paper
- **5. Submit** Assignment to instructor

**ASSIGNMENT TIMELINE**

THIS PROJECT IS DUE ON _____________________________

All course work must be turned in before or at the start of class on the given due date. Any work turned in after it’s designated due date **WILL NOT** be graded and result in a zero.
In CS 2113 Computer-Based Information Systems we have a component titled International Dimensions which examines the impact of the global economy, global communication, global information systems, and international IT development and management.

In CS 1333 we use MS Access to create and manipulate databases; the software and techniques have global application.
Submitted by Professor Anita Philipp  
Division of Information Technology  

CS2413: Web Site Development  
Final Project  

Overview  
For the final project, students create a website comparing/contrasting two countries on one of the following topics or an instructor-approved topic. The websites are posted on a “real” server so that fellow students, as well as their friends and family, can view the sites and expand their knowledge of other people and other countries. At the end of the semester, students critique each other’s sites.

- Architecture  
- Authors  
- Childcare  
- Climate  
- Economy  
- Ethnic Music  
- Family Dwellings  
- Forms of Government  
- Global Warming  
- Healthcare  
- Highways and Byways  
- Imports and/or Exports  
- International Business  
- Missionary Work  
- Modes of Transportation  
- Native Foliage  
- Native Fruits and Vegetables  
- Passports and Visas  
- Penal Systems  
- Religions  
- Technology  
- Tourist Precautions  
- Vehicles  
- Working Conditions  

Global Awareness Benefits  
Students learn about two countries while doing the research for their final project. At the end of the semester, they gain additional knowledge of their global neighbors by reviewing and critiquing the websites of their classmates.
Division of Health Professions
This assignment is designed to increase global and cultural awareness, demonstrate public speaking, and practice looking up research on a health topic of interest. Students will choose a health-related topic of interest (suggested topic list will be provided on ANGEL) and compare the general American culture with another culture or country related to that health topic. When the chosen health topic is discussed in theory, the student will discuss their research findings and comparison of the cultures with the class. In addition to a 2-3 minute class presentation on the health topic, a hard copy of at least one article addressing the chosen health topic will be provided to faculty during that class. A timer will be utilized and the presentation must be completed in less than 3 minutes for full points, so practice your presentation.

Students with knowledge of another culture are encouraged to use their information and experience in this assignment to enrich the global awareness for the class. Students are encouraged to use the OCCC library to find their research. A tutorial is available on ANGEL with instructions for accessing EPB information through the OCCC library.

The due date for this assignment will vary depending on when the chosen health topic is scheduled for class discussion. It is the student’s responsibility to be prepared and in class the day their health topic is being discussed to receive points for this assignment.

Students must have their topic emailed to and approved by Jennifer Halpin by February 3, 2011: jhalpin@occc.edu

** Please note that students may choose a topic that is covered in the first few weeks of school and send an email to Jen early for approval. There will be a limited number of presentations that can be done in each class period.
<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Class discussion</td>
<td></td>
<td>5</td>
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<tr>
<td>(demonstrating effective public speaking, knowledge and insight on the topic)</td>
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<tr>
<td>Research</td>
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<td>5</td>
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<tr>
<td>(Hard copy provided to faculty on day of presentation)</td>
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<td><strong>Total Points</strong></td>
<td><strong>10</strong></td>
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Instructor’s Signature ________________________  Date ____________
Class Presentation or Paper (all Topic Ideas Must Be Submitted For Approval By 3rd Monday)

Presentation Overview

The PC 1 student will develop a course presentation as part of the required course work for a grade in PC1. There are two options available:

Option 1:

Write a five page double space paper on the differences in Professionalism in EMS in the US and in two other countries are limited to: England, Canada, Japan, Israel, Australia, Germany, and France. Your research should include areas of: education, clinical skills, and scope of practice, pay, professional acceptance, and cultural differences. The paper must cite at least three journal articles; one must be peer reviewed, and at least two internet sources of your research. Grading on this option is found in the rubric below. The presentation will be turned in electronically. If this option is chosen the student still will be responsible for lecturing over their topic in class.

Option 1

Paper on Professionalism in EMS: A Global Perspective Grading Rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Quality of Information</td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic</td>
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</tr>
<tr>
<td>Organization</td>
<td>Information is very organized with well-constructed paragraphs and subheadings</td>
<td>Information is organized with well-constructed paragraph</td>
<td>Information is organized, but paragraph are not well-constructed.</td>
<td>The information appears to be disorganized.</td>
<td></td>
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<tr>
<td>Sources</td>
<td>All sources (information and graphics) are accurately documented in the desired format.</td>
<td>All sources (information and graphics) are accurately documented, but a few are not in the desired</td>
<td>All sources (information and graphics) are accurately documented, but many are not in the desire format</td>
<td>Some sources not accurately documented</td>
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<tr>
<td></td>
<td>Paragraph Construction</td>
<td>Mechanics</td>
<td>Notes</td>
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<tr>
<td>format</td>
<td>All paragraphs include introductory sentence, explanations or details, and concluding sentence</td>
<td>Most paragraphs include introductory sentence, explanations, or details, and concluding sentence</td>
<td>Paragraph included related information but were typically not constructed well.</td>
<td>Paragraphing structure was not clear and sentences were not typically related within the paragraphs</td>
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<td></td>
<td>No grammatical, spelling or punctuation errors</td>
<td>Almost no grammatical, spelling or punctuation errors</td>
<td>A few grammatical spelling, or punctuation errors</td>
<td>Many grammatical spelling, or punctuation errors</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td>Notes are recorded and organized in an extremely neat and orderly fashion</td>
<td>Note are recorded legibly and are somewhat organized</td>
<td>Notes are recorded</td>
<td>Notes are recorded only with peer/teacher assistance and reminders</td>
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Division of Social Sciences
HISTORY 1723-World Civilization Since 1600 C.E.

Essay Assignment

After reading Achebe’s Things Fall Apart, address in a 4-page essay the following:

1. Describe the traditional social, economic, and cultural characteristics of Okonkwo’s people.
2. What impact did British colonial policies have on Okonkwo’s village and the lives of its inhabitants?
3. What does this book suggest about the broader nature and intentions of British colonialism in Africa?

Your essay must have an introduction, a main body, and a conclusion. In the body of the essay, you must give evidence to support your arguments.

If you choose to use direct quotations from the novel, you must put the page number in parentheses at the end of the sentence. If you use an edition of Things Fall Apart other than the edition available in the college bookstore, you must indicate that edition’s complete publication information in a bibliography. Should you choose to utilize outside sources (besides the novel), any facts, ideas, or quotations taken from such sources must be clearly cited using in-text citations, and your essay must conclude with a works cited page. Plagiarism and other forms of cheating will not be tolerated and will result in a minimum penalty of the score of zero for the essay.

In your essay you must use complete sentences, proper grammar, and correct punctuation, as well as demonstrate college-level reasoning and sound organization. Use double spacing, 12-point type, in Times New Roman or Courier New font, and standard 1-inch margins.

If you have difficulty with mechanics, you might profit from the assistance of the Writing Center staff. If you encounter conceptual difficulty, you may speak with me or give me a draft of your essay for comments, but you must give it to me no less than 7 days prior to the due date.

The essay is worth 50 points (25% of course grade).
I teach United States history since the Civil War. My global education activity consists of including the purchase of Alaska from Russia in 1867; the Spanish American War in 1898; the Boxer Rebellion in China in 1903; the United States occupation of Vera Cruz in 1914; the Pershing Punitive Expedition in Mexico in 1916; World War I, the National Origins Act of 1924; the Panay Incident in China in 1937; World War II, the formation of the United Nations in 1946; the founding of NATO in 1949; the Korean War; the role of Ralph Bunche in the Middle East from 1948 to 1951; Sputnik in 1957; the Vietnam War; the Apollo-Soyuz space meet in 1975; and the Iran Hostage Crisis of 1979-80. From time to time some other unplanned discussion may come up in response to student questions. The class is a lecture class and I have no other plans for some kind of “activity.”

I tell my Success class stories about successful people. They are free to take notes or not. Most of my stories are about Americans as that is my field of specialization, United States history. Thor Heyerdahl is an exception. This Norwegian anthropologist sailed the Raft Kon-Tiki from South America, with an international crew, to Polynesia, in 1947. There is no other required activity in this exercise. The purpose of the story is to give students an example of what successful people have done so that they can write Success Icon Reports to include in their Success Portfolios. If I gave them a handout on Thor then they would simply put it in their Portfolio without doing any research and analysis on their own.
I currently teach United States History and World Religions. My teaching experience includes providing innovative and technologically enhanced instruction to students in introductory and advanced courses. Students are encouraged to explore larger contexts of overarching themes, analysis, and concepts. Moreover, online learning and multimedia technology is used to enhance the learning experience of students.

In all of my classes, students are given selected topics and are required to submit a new media project (websites, blogs, vcasts, podcasts, or uploaded youtube videos) for their final projects. New media research and learning allows students to fully engage in the research process and learn technological skills, which are required in today's global and domestic workplace. Additionally, individuals from all over the world view their projects online, which inspires collaborative global learning.
Abstract

Through several years of striving to increase critical thinking in student performance, I have concluded that a group assignment that stretches out over time results in qualitative critical analysis. I have also had the opportunity to learn how visual technology so common to our students’ everyday lives increases students’ understanding and application of material. It is also, my belief that widening the lens to a global perspective is imperative in all Oklahoma students’ education. Consequently, I have implemented a globalization group portfolio in all of my courses for the several semesters.

The overall theme of the assignment is to research and argue the correlation between globalization/isolation and prejudice/diversity. As world interaction amplifies we must ask; is individuality lost, is tolerance of individuals increased, or does prejudice intensify? Using current events, course knowledge, and critical analysis small groups of students present evidence of some type of correlation. This is to be done in portfolio style with visuals, so that someone outside the classroom could thumb through like a magazine within four or five minutes and understand the content. A group assignment induces discussion about how globalization instills diversity or perhaps incites prejudice. Requiring visuals along with limited text compels application of course content to current world events. The results have exceeded my expectations and inspired me to continue the assignment.

Assignment –

Students are to work in small groups throughout the semester compiling a portfolio on “The Individual’s Place in a Global Society.” Groups will present the portfolios at the end of the semester in a magazine or scrapbook format. There is to be a balance of visuals and text so that the text does not overwhelm. Restricting the portfolio to a four or five minute “book” sharpens the analysis and clarity. Students must put forth their best few points in a very clear way, as if they were teaching someone outside the class.

The format instructions have been vague in detail so that critical thinking and creativity are not limited and the results have been highly successful. I do, however, guide the portfolios three times throughout the semester with terms and critical thought questions that apply the course content to the overall theme of the assignment. We begin with understanding principles of American democracy and individualism. As the world globalizes do we demand assimilation or embrace diversity and individuals? We continue to apply this throughout the semester to current events. Students seek out photos that really depict their points and use captions or excerpts from their research papers as supplemental text to create their group portfolio.
Creativity/Innovation –

Many students scroll through videos on the internet or take pictures with their cell phones for entertainment every day. Instead, of continuously struggling with students to put down technology and concentrate on course work, it is incorporated into this assignment. I had noticed the only way to improve the level of critical thinking in the classroom was to continue researching, discussing, and writing on the same subject in different contexts over a long period of time. I also noticed that group projects enhanced the critical thinking in the way students were forced to explain their ideas to each other. The group dynamics work as a filter or rough draft and, as a group, the students polish and sharpen their analysis. In addition, I had learned that requiring students to provide pictures portraying their argument along with their research unlocked the abilities of many students. So I incorporated each of these factors into the globalization portfolio group assignment.

Global significance/connection with Globalism –

The entire semester government students are applying the course material to a global perspective. Students discover the difference of the value on the individual in other countries. Students compare or contrast elections and avenues for individuals around the world such as interest groups and the media. Throughout the semester groups are always mindful of how more and more of the world interacts on a daily basis and analyzes whether this increases the tolerance of differences or the clash of conflicting groups. It is this overall theme of prejudice or diversity that can easily be incorporated into several different areas of study.

Issues addressed by this assignment:

1. **Focus on a global perspective.**

   Widening the lens to a global perspective is imperative in all Oklahoma students’ education. Through this assignment students become mindful of how more and more of the world interacts on a daily basis and whether this increases the tolerance of differences or the clash of conflicting groups.

2. **Increase Critical Thinking.**

   - This assignment is longitudinal – students to work on it all semester. The semester long project developed student debate, application, and critical analysis of the course material beyond the one-dimensional textbook.
   
   - The group dynamics worked as a filter or rough draft and, as a group, the students sharpened their analysis.
   
   - Also, requiring students to express their research in pictures and concise text unlocked the abilities of many students.

3. **Engage students that are traditionally marginalized.**
• Instead, of continuously struggling with students to put down technology, it is incorporated into this assignment. Visual technology so common to our students’ everyday lives increases students’ interest, understanding, and application of material. Visual, hands-on, creative, or media driven learners are all interested and contributing their skills in this assignment.

• This assignment also has the potential for learning from the international students in the class. Many times the international students feel lost or at a disadvantage and in this assignment they have firsthand knowledge and can be a lead contributor.

Each semester the results exceed my expectations and inspire me to continue the assignment. Students progress in confidence, creativity, and competition. Many recent groups have turned in digital copies with music or narration and this semester some film majors are doing a video portfolio. The real reward, however, is to witness students’ world views change. They work to find their place in the world: where individuals can stand up and be counted, stand out and not be trampled, stand empowered and included. In the end, a thought is fertilized; work to create the world where each individual has a place.

“So much is taken for granted here when we look at elections such as in Iran. Or how one country has had a woman under house arrest for years because she is a leader in an opposing view. Oklahoma isn’t as diverse or tolerant as I thought though either. I guess we need to all pay more attention to what is going on in the world.”

Female student summer class 1

“I loved this assignment because I am on the computer all day anyway looking at videos. I got to show off my PowerPoint skills and our part on the media used as a weapon for isolationism in some nations rocked!”

Male student summer class 1

“I am from Cuba. And people here just don’t know. They just don’t know how isolated some parts of the world are and we had no freedom.”

Female student summer class 2

The Individual’s Place in a Global Society

Cherry Rain
Political Science Instructor

This assignment won the 2009 Oklahoma Global Education Adjunct Faculty Award and the 2010 Oklahoma Community College Association First Place for the Great Idea for Teaching Award
Submitted by Professor Melinda Barr
Division of Social Sciences

For the global education component in my courses (HIST 1483) we study the breaking away of the North American colonies from Great Britain to form a separate nation.
The global ed. component in my American Federal Government courses primarily consists of a chapter feature that compares an aspect of a foreign government to the U.S, depending upon the chapter assigned. These features are tested in exams and are included in the course learning objectives. Additionally, my students are exposed to comparative material in my PowerPoint lectures as I use examples. For instance, this would include conversations with my students about the U.S. recent military actions in Libya and problems and U.S. reactions to the earthquake/tsunami in Japan.

Finally, my AFG students complete an Internet assignment which contains comparative references.

My Intro. to Law students are taught about the British legal system as well as the difference in French law.
Sociology courses are abundant with a global perspective. I teach four courses: SOC 1113 - Introduction to Sociology, SOC. 2013 – Marriage and Family Relations, SOC. 2213 – Cultural Anthropology, and SOC 2143 – Minorities, Ethnicities, and Cultural Diversity. Integrated into almost every chapter of each of the texts I use, and all chapters of the Cultural Anthropology text, of course, are “cross-cultural” examples and comparisons of U.S. culture to other cultures. The term “global” has replaced “cross-cultural” in most sociology texts.
SOC 1113 and SOC 2013 Selected Global Education Activities/Assignments

Dr. J. M’lou Smith

1. Think of a commodity you consume or use everyday – like coffee, shoes, or a cell phone – and find out where and how it was manufactured, transported, and marketed. How does your consumption of the commodity tie you into a global commodity chain? How does your consumption of the commodity affect other people in other parts of the world in significant ways? What does a “Made in the USA” sticker on a product indicate, and what does it not indicate?

2. Globalization has increased interest in comparing the educational standing of students around the world. How does the performance of today’s American students compare with the performance of students in other countries overall? What is the feared outcome if American students don’t spend more time studying core subjects? What do US high school students rank in math out of students in 57 countries? Is that ranking similar for reading and science scores? As shown in the table, in the class of 2005 in the Oklahoma City Public Schools, just 47% of students graduated. What structural factors might account for the fact that in many inner-city US schools, more than half of students are dropping out?

3. The 60 Minutes segment on happiness shown in class described a country with a different economic system than the system found in the United States. Denmark taxes workers at a high rate, and then uses those funds to create a number of programs for the citizens of that country. The United States taxes workers at a much lower rate and then leaves it up to individuals to pay for college, child care, health care, elder care, etc. Discuss what you like and dislike about both Denmark’s system and the U.S. system. As far as society is concerned, what advantages and disadvantages do you see resulting from the different approaches? (Be specific) Which system do you personally prefer, and why?

4. Read chapters in your text to identify and define the patterns on which families may be organized, i.e., patrilineal, matrilineal, nuclear, extended, single-parent, arranged marriages, dating, age at marriage, fertility patterns, gender roles, divorce, and so on. Choose three countries (not the U.S.) and gather all the information you can about their marriage and family patterns. (You may interview someone from the country as one of your sources, but you will
also want to consult official sources as well.) Include statistics in your discussion, and explain possible reasons for the patterns and/or changes in trends you observe. For instance, why do they have the attitudes toward marriage that they have? How are those attitudes adaptive to conditions in their society? Be sure to cite your sources, and use at least three sources of information for each country.

5. Define globalization and global economy. How does this new economy determine who you are competing with for jobs? How many jobs in the US service sector are expected to be outsourced by 2015? What are H1-B visas and how do they relate to global job competition? What role do transnational corporations and interlocking directorates play in the global economy?

6. Compare life in poverty in the US with life in poverty in the least developed countries. How are they similar; how are they different? What are the structural conditions that lead to poverty? In light of the extraordinarily high rates of poverty and hunger in the world, given what you learned in the chapter and lecture, why have they not been eradicated? If we have enough food to feed everyone in the world, why don’t we? Discuss.

7. What accounts for the fact that the US spends more on health care than any other country in the world yet has a population that, on average, is less healthy than the populations of other rich countries? As shown in the documentary, Sick Around the World, describe features of various health care systems that are common to most wealthy countries with government run health care.

8. Summarize cross-cultural research by anthropologist Margaret Mead (Sex and Temperament in Three Primitive Societies) and George Murdock’s research on sex-typed activities in 324 societies. What do these findings suggest about male and female personalities and gender roles?

9. Just as people within a given society are stratified, so too are the world’s countries. World system theory of global stratification emphasizes the economic and political connections that tie the world’s countries together as unequal partners. Describe this theory including core, periphery, and semi-periphery nations and their relationships to one another.
Here is the map of the Middle-East that I used this semester. As my global component I have students locate places that are much in the news. On this map they located Oman, Republic of Yemen, Saudi Arabia, Tunisia, Egypt, Syria, Turkey, Libya, Caspian Sea, Israel.