SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

SDSU
Arts and Sciences/Modern Languages & Global Studies
Laurie Stenberg Nichols 4/24/2012

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

Add the Advanced Writing Designation to Global Studies 401.

Section 2. Provide the Effective Date for the Proposed Change

Summer

Section 3. Provide a Detailed Reason for the Proposed Change

The components of the Global Studies 401 course correspond to the Advanced Writing Objectives, and thus the department forwards seeks approval and inclusion of GLST 401 on the designated the list of AW courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

Global Studies 401 focuses on various aspects of globalization and lends itself well to the Advanced Writing Requirement. It is an advanced course that involves intensive reading, independent research, and writing a substantial research paper. Through these assignments, students will meet Advanced Writing Student Learning Outcomes.
GLST 401: Global Studies II

As a result of taking GLST 401 and meeting the Advanced Writing Requirements, students will refine their writing skills appropriate to the discipline.

SLO #1 Critically read, analyze, and respond
1. Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.

Assignments
Research Paper: Students will choose a developing country and will write a 10-15 page research paper analyzing a problem this country currently faces. Students will work on the paper gradually throughout the semester and will turn in several preparatory steps before handing in the final version. The steps include a summary of the topic, a bibliography of 10 sources, an annotated bibliography of 5 sources, and first 2 pages of the paper to be peer-edited with a partner, the rough draft, and then the final paper.
Readings, Films, and Participation: As a part of the class grade, the instructor will assess how well students have prepared the homework. Students will be given various reading and writing assignments to complete for most class periods so that they are prepared for our discussions. Because they are designed to prepare students for class discussions, assignments must be turned in during class for credit. Homework may include written responses to discussion questions, internet activities, or informal presentations.

SLO #2 Style Guide Use
2. Use a style manual and other writing conventions specific to the discipline of Global Studies; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based sources.

Assignments
Style Guidelines: Students will compile a bibliography of at least 10 sources according to the MLA or APA style guidelines. 5 of these sources must be non-internet sources. Students will use the MLA Handbook for Writers of Research Papers or Publication Manual of the APA that are in Briggs Library when completing the bibliography.

SLO #3 Evaluation of Source materials
3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

Assignments
Bibliography: Students will compile an annotated bibliography on 5 of your 10 sources. In doing so, they will first, list the bibliographic citation of the source. Then, summarize the source including the main arguments and what topics are covered. Next, assess the source, stating whether or not it is a reliable and/or useful source. Finally, reflect upon whether or not this source is useful for the paper and whether or not it helped formulate the arguments. Each of the sources should be followed by at least 1-2 paragraphs (1/2 page) of annotation.

SLO #4 Research Presentation
4. Present the results of research or projects, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

Assignments
Presentation: After the final research paper is completed, students will discuss the findings with classmates, instructor, and invited guests in the form of a Power Point presentation. This is a chance for them to demonstrate an understanding about the chosen topic and to share knowledge with others. The presentation must be 10 minutes long and should include a description of the topic, the thesis statement, an overview of the arguments, and possible future avenues of research on this topic. Students will be graded on the organization, clarity of topic and arguments, proper use of grammar and syntax, and overall presentation.

Course Form #11
AAC Feb2007
GLST 401: Global Studies II

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

South Dakota State University
Department of Modern Languages and Global Studies
GLST 401: Global Studies II - Capstone Course in Global Studies
Spring 2012
3 credit hours
Tu/Th, 11:00 a.m.-12:15 p.m., SWG 159

Instructor: Molly Enz, Ph.D.
Office Telephone: 688-6590
Office: SWG 101
Office Hours: Mondays & Wednesdays 11:30-1; by appointment
E-mail: molly.enz@sdstate.edu

Course Description: This is the Capstone course for the Global Studies major. It explores globalization, global citizenship, and intercultural competence. Students learn to adapt interdisciplinary approaches to research, to hone their writing skills, and to write an in-depth research paper on a topic related to the course. The focus of the course will be on global poverty, and students will analyze important concepts such as agricultural sustainability, food security, global climate change, and global citizenship. Through course readings, film viewings, and a service-learning project, students will acquire knowledge about the developing world and their local community in order to better understand the human condition.

Course Prerequisites: Global Studies 201. Study abroad prior to enrolling in this course is highly recommended.

Technology Skills: Knowledge of e-mail, Microsoft Office, Desire2Learn, and the internet are required.

Instructional methods: This is a web-enhanced course using Desire2Learn (D2L). Students will be expected to log-in to D2L regularly and to follow the tentative course schedule that is found at the end of this syllabus. You should plan on completing all homework before coming to class on the day the assignment is due. We will be reading and discussing texts and articles, viewing films, and listening to guest lectures. Thus, it is imperative that you come to class having read the assigned pages in advance.

Required Texts (All books can be purchased at the SDSU Bookstore or online)

Recommended Texts

Course Form #11
AAC Feb2007
GLST 401: Global Studies II


**Required Films** (All can be found in Briggs Library or online)
*Climate Refugees* (Michael Nash; 2010; 89 minutes)
*The End of Poverty* (Director: Philippe Diaz; 2010; 104 minutes)
*The Quake* (PBS Frontline; 2010; 60 minutes)
*Nou Bouke: Haiti’s Past, Present, and Future* (Miami Herald; 60 minutes)
*Seeds of Hunger* (Directors: Yves Billy and Richard Prost; 2008; 52 minutes)

*Note: In addition, students will be asked to read various articles found online. The instructor will always post these readings on the D2L site, so be sure to check it regularly.*

**COURSE GOALS AND OBJECTIVES**

**Course Goals**
1. To acquire knowledge about issues pertinent to the field of global studies such as global poverty, sustainable agriculture, food security, climate change, and global citizenship.
2. To learn to conduct interdisciplinary research and write an in-depth research paper.
3. To develop critical thinking and analytical skills and to be able to articulate ideas orally and in writing.

**IDEA Objectives to be Evaluated at the End of the Course:**
1. Developing skill in expressing oneself orally or in writing: this objective will be addressed on a daily basis as we engage in communicative activities (both oral and written) that involve the expression, interpretation and negotiation of meaning. This objective aims to “put to use” all of the components studied in the course.
2. Learning to analyze and critically evaluate ideas, arguments, and points of view: this objective will be addressed through course readings, class discussions, and the class debate that will present diverse and divergent views.
3. Acquiring an interest in learning more by asking my own questions and seeking answers: this objective will be addressed through daily course readings, class discussions, and the final research project. Students will be asked to relate their readings and research to their own experiences.

**Advanced Writing Goal**
Successful completion of Global Studies 401 meets the South Dakota Board of Regent’s Advanced Writing Goal: Students will refine their writing skills appropriate to the discipline. In doing so, you will undertake the following activities as part of the require **Student Learning Outcomes:**

1. Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.
2. Use a style manual and other writing conventions specific to the discipline of Global Studies; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of
quotations, as well as the conventions for incorporating information from Internet-based sources.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

4. Present the results of research or projects, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

ASSESSMENT

Grading Scale: 90-100% A  80-89% B  70-79% C  60-69% D  0-59% F

Evaluation Factors:

- Debate 10%
- Service-Learning Project 15%
- Research Paper 40%*
- Research Presentation 20%
- Class Participation 15%

Debate

You will have an in-class debate where you will work with your classmates to present arguments on the topic of international aid to developing countries. You will work with a team and will be assigned a stance, so it may be possible that you will be arguing a viewpoint different from your own. The goal of the debate is to develop your critical thinking and analytical skills as well as your oral argumentative skills. You will need to conduct research ahead of time so that you are prepared to present your arguments and a rebuttal of the opposing team’s stance. These will be graded based on your preparedness, the thoroughness of your argument, clarity of expression, and organization. You will NOT be graded on whether I agree with your argument, but rather how well you argue your view and work together as a team.

Service-Learning Project

You will complete a service-learning project with a local nonprofit organization that works to reduce poverty and hunger. This activity will address a need in the Brookings community, support our course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection. We’ll spend time reflecting on our service-learning experience through class discussion and a reflection paper. Evaluation of your service-learning will be based upon the completion of your service-learning hours, a class discussion about your experience, a 2-3 page reflection paper, and a poster presentation at the spring Service-Learning Showcase in the Student Union on April 24th, 2012.

Research Paper

You will choose a developing country and will write a 10-15 page research paper analyzing a problem this country currently faces. You will work on your paper gradually throughout the semester and will turn in several preparatory steps before handing in the final version. The steps include a summary of the topic, a bibliography of 10 sources, an annotated bibliography of 5 sources, and first 2 pages of your paper that you will peer edit with a partner, your rough draft, and then the final paper. Each preparatory step must be typed and turned in on the due date listed on the tentative course schedule. The preparatory steps will range from 10-50 points, and the final research paper will be 100 points. It must be turned in on the date it is due for full credit. For a detailed explanation of the research project, please see the handout on D2L. *Students must earn at least a 70% on this assignment to pass the course.

Course Form #11

AAC Feb2007
Research Presentation
After you turn in your final research paper, you will discuss your findings with your classmates, instructor, and invited guests in the form of a Power Point presentation. This is a chance for you to demonstrate what you have learned about your chosen topic and to share your knowledge with others. Your presentation must be 10 minutes long and should include a description of your topic, your thesis statement, an overview of your arguments, and possible future avenues of research on this topic. You will be graded on your organization, clarity of topic and arguments, proper use of grammar and syntax, and overall presentation. For more specifics and a grading rubric, see D2L.

Class Participation
Your class participation will be evaluated 3 times throughout the semester (see Tentative Course Plan for dates) and will be based on the rubric found on D2L. This category includes your attendance, respect for instructor and classmates, preparedness, and engagement. Since class participation and daily preparation are vital components of this academic experience, please come to class each day prepared and ready to interact with your instructor and classmates! Readings will be assigned daily and should be completed before coming to class that day to ensure your ability to participate fully. The participation rubric must be handed in during class on the day it is assigned. For every day it is late, you will be deducted 1 point.

Part of your class participation grade will assess how well you have prepared your homework. You will be given various reading and writing assignments to complete for most class periods so that you are prepared for our discussions. Because they are designed to prepare you for our class discussions, they must be turned in during class for credit. Homework may include written responses to discussion questions, internet activities, or informal presentations. In addition, part of your homework will require you to view several films. If you miss class the day we watch a film, they are available at Briggs Library or on Netflix, and you must make arrangements to watch it on your own.

Class Attendance Policy
Attendance is required, and daily attendance will be taken by your instructor. Since we will cover important themes and topics, several of which will be guest lectures that cannot be found in your readings or online, it is important that you attend class! The classroom provides a unique and important opportunity to interact with classmates, discuss global themes, and ask questions to experts in the field.

Regular attendance and active participation in classroom activities are obligatory and crucial to your success in this course. Thus, your instructor will record all absences regardless of the reason. However, because unexpected things will happen at times, you are allowed two unexcused absences without penalty to your grade other than a loss of participation associated with the absence. At instructor’s discretion, every three tardies may be counted as one absence.

You may make up work missed for “excused” reasons (i.e., verified medical reasons, death of family member, verified extenuating circumstances judged acceptable by the instructor or the institution, and absences in the interest of officially representing the University). You must present a completed approved trip absence card to the faculty member prior to the trip to have an official “excused absence.” You must also turn in all assigned homework before the approved absence in order for it to be accepted for full credit.
Make-Up Policy
If you are absent from class, you are responsible for contacting another student or your professor to find out what material was covered in class, what was collected, and if any additional homework assigned for the next class period. Your research paper and presentation may not be made up or turned in late.

Students who present their instructor with an excused absence card for a university-related activity are excused from attending class, but not from submitting assignments on time. The same is true for students who provide the instructor with a written excuse from a physician. For all unexcused absences (where there is no prior notification or valid excuse), any homework collected or participation points assigned for the day will be lost and cannot be made up.

Homework that is turned in BEFORE a planned unexcused absence (e.g., a long weekend home) will be accepted. Please notify me before the absence whenever possible; if you are ill, notify me the same day – do NOT wait until you return to class. Also, habitual late arrival and/or early departure are impolite and disruptive and will negatively affect your attendance/participation grade. There are no make-ups on papers, exams, or presentations unless you have an excused absence.

Cheating and Plagiarism:
Academic dishonesty of any form (e.g., copying from a website, not citing sources, having a friend write your paper, etc.) will not be tolerated and will result in the student receiving zero points for the assignment. Additional action such as failing the course may be justified depending on the severity of the offense. Please see definitions that follow:

- **Cheating** – An act of deception by which a student misrepresents that she or he has mastered information on an academic enterprise that she or he has not mastered. (e.g., using an online translation program, copying another student’s exam)
- **Plagiarism** – The offering of the words, ideas or arguments of another person as one’s own, without the appropriate attribution by quotation, reference or footnote. (e.g., lifting chunks of information from a website or other written source)
- **Fabrication** – The intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating Academic Dishonesty** – Those who intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty are also subject to penalty.

Please note that all graded assignments done inside or outside of class must be your own work.
According to the English Department form on “Honesty in Freshman English Papers,” cheating includes submitting a paper previously submitted by another student, turning in papers taken from other sources (other campuses, the internet, books, articles, etc…) faking sources or information, turning in a paper written by someone else. The policies on academic dishonesty contained in Chapter 1 of the student handbook (01:10:25:01 – 01:10:25:04) are adhered to strictly in this class.

**Special Accommodations:**
This course acknowledges the importance of ADA requirements. Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately to discuss your specific needs. The Office of Disability Services is located in room 065 of the Student Union.
Freedom in learning:
Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/or dean of the college that offers the class to initiate a review of the evaluation.

Tentative Course Schedule
This course schedule is tentative. The instructor reserves the right to modify the schedule according to the progression of the semester and unforeseen circumstances. Students are responsible for keeping up to date with any updates to this schedule and for checking the course D2L site regularly.

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>TO PREPARE BEFORE COMING TO CLASS</th>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT STRATEGIES</th>
</tr>
</thead>
</table>
| Thursday, January 12 | Introduction to the course  
Read “Failed States: The 2011 Index” & “The Brutal Truth” from *Foreign Policy*  
July/August 2011 (D2L)  
Discussion: Did this list of failed states surprise you? Why or why not?  
What makes for a failed state, in your opinion? | | |

| WEEK 2 | | | |
|--------| | | |
| Tuesday, January 17 | Read *The End of Poverty* by Jeffrey Sachs: Chapters 1-2 (pages 5-50)  
Write a ½-1 page summary of Sachs’ arguments in your own words.  
On what points do you agree and disagree with Sachs? | SLO 1: Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand. | Students will read seminal works by economists working in the field of international development and global poverty. They will be required to submit written responses to relevant questions posed by each author. In their responses they must critically evaluate ideas, formulate their own thesis statement, develop their arguments, and justify their opinions. Responses will all be worth 5 points and the overall response paper grade will be included in the participation grade assessed three times a semester. |
| Thursday, January 19 | Read *The Bottom Billion* (BB) by Paul Collier: Preface & Chapter 1 | SLO 1: Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand. | Students will read seminal works by economists working in the field of international development and global poverty. They will be required to submit written responses to relevant questions posed by each author. In their responses they must critically evaluate ideas, formulate their own thesis statement, develop their arguments, and justify their opinions. Responses will all be worth 5 points and the overall response paper grade will be included in the participation grade assessed three times a semester. |
**WEEK 3**

**Tuesday, January 24**

Read BB: Chapters 2-3

On page 52, Collier writes: “Citizens of the G8 are less likely to think ‘so what?’ about the natural resource trap than about the conflict trap.” In ½ page, write whether you agree/disagree and why.

**SLO 1:** Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.

Students will read seminal works by economists working in the field of international development and global poverty. They will be required to submit written responses to relevant questions posed by each author. In their responses they must critically evaluate ideas, formulate their own thesis statement, develop their arguments, and justify their opinions. Responses will all be worth 5 points and the overall response paper grade will be included in the participation grade assessed three times a semester.

**Thursday, January 26**

Read BB: Chapters 4-6

Guest Lecture: SDSU student Moses Jokhnial – “Life as a Lost Boy of Sudan”

Conduct some basic online research about the Lost Boys of Sudan and prepare 5 written questions for Moses on a sheet of paper to hand in.

**Friday, January 27**

**Korea: A Power in the New Global Order Symposium** (see program and schedule on D2L)

9:00-11:30 a.m.: Six Party Talks Simulation; Campanile Room (room 169) of Student Union

12:00-5:30 p.m.: Various lectures on Korea; Volstorff Ballroom of Student Union

**WEEK 4**

**Tuesday, January 31**

Read BB: Chapters 7 & 11

Write a ½ page response to the following question: “Is Aid Part of the Problem or Part of the Solution?” What is your opinion regarding the effectiveness of international aid?

**SLO 1:** Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.

Students will read seminal works by economists working in the field of international development and global poverty. They will be required to submit written responses to relevant questions posed by each author. In their responses they must critically evaluate ideas, formulate their own thesis statement, develop their arguments, and justify their opinions. Responses will all be worth 5 points and the overall response paper grade will be included in the participation grade assessed three times a semester.

**Thursday, February 2**

Class in Briggs Library, room 125 – Research

**SLO 3:** Evaluate sources critically, both print and research

Research Paper - Students will choose a developing country and will write a 10-15 page paper.
| WEEK 5 | | | | |
|---|---|---|---|
| **Tuesday, February 7** | In-Class Film: *The End of Poverty?* (Part I) **Step 1 of Research Paper** – Summary of Topic | SLO 3: Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality. | Research Paper - Students will choose a developing country and will write a 10-15 page research paper analyzing a problem this country currently faces. They will complete several preparatory steps before the final version, the first of which is a session with a librarian in Briggs Library. She will explain how to begin the research process, evaluate print and electronic sources, determine credibility and identify overall quality. |
| **Thursday, February 9** | In-Class Film: *The End of Poverty?* (Part II) Read Articles from *Foreign Policy: The Food Issue* (May/June 2011): “The Future of Food”; “Food, Fill in the Blanks” (D2L) Write your own answers (5 total) to each category of “Food, Fill in the Blanks” **Participation 1**: Print rubric from D2L and fill in self-assessment (top blanks in each category) |  |  |

<p>| WEEK 6 | | | | |
|---|---|---|---|
| <strong>Tuesday, February 14</strong> | Read Article from <em>Foreign Policy: The Food Issue</em> (May/June 2011): “The New Geopolitics of Food” (D2L) Guest Lecture: Dr. Miro Hacek from the Political Science Department of the University of Ljubljana (capital of Slovenia) | SLO 2: Use a style manual and other writing conventions specific to the discipline of Global Studies; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based sources. |  |
| <strong>Thursday, February 16</strong> | Read <em>Poor Economics</em> (PE) by Banerjee and Duflo: Chapters 1-3 <strong>Step 2 of Research Paper</strong> – Bibliography of 10 sources (MLA or APA style guidelines) |  | Research Paper and Power Point presentation - Students will choose a developing country and will write a 10-15 page research paper analyzing a problem this country currently faces. They will complete several preparatory steps before the final version, including a bibliography of 10 sources. Since Global Studies is an interdisciplinary major, students can select either the MLA or APA Style manual depending upon their field of study and future career goals. In their Power Point presentation they must also |</p>
<table>
<thead>
<tr>
<th>WEEK 7</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday, February 21</strong></td>
<td>Read PE: Chapters 4-5 Write a ½ page response to the following: Does top-down education policy work in your opinion? Why or why not?</td>
<td>SLO 1: Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.</td>
<td>Students will read seminal works by economists working in the field of international development and global poverty. They will be required to submit written responses to relevant questions posed by each author. In their responses they must critically evaluate ideas, formulate their own thesis statement, develop their arguments, and justify their opinions. Responses will all be worth 5 points and the overall response paper grade will be included in the participation grade assessed three times a semester.</td>
</tr>
<tr>
<td><strong>Thursday, February 23</strong></td>
<td>Read PE: Chapters 6-8 Write a ½ page response to the following: What is your opinion of microcredit? Should it be used or not? If so, when? If not, why?</td>
<td>SLO 1: Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.</td>
<td>Students will read seminal works by economists working in the field of international development and global poverty. They will be required to submit written responses to relevant questions posed by each author. In their responses they must critically evaluate ideas, formulate their own thesis statement, develop their arguments, and justify their opinions. Responses will all be worth 5 points and the overall response paper grade will be included in the participation grade assessed three times a semester.</td>
</tr>
<tr>
<td>WEEK 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday, February 28</strong></td>
<td>Read PE: Chapters 9-10 <strong>Step 3</strong> of Research Paper – Annotated Bibliography of 5 sources</td>
<td>SLO 2: Use a style manual and other writing conventions specific to the discipline of Global Studies; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based sources.</td>
<td>Research Paper and Power Point presentation - Students will choose a developing country and will write a 10-15 page research paper analyzing a problem this country currently faces. They will complete several preparatory steps before the final version, including an annotated bibliography of 5 sources. This includes a summary of the main arguments, an assessment of whether or not it is a reliable and/or useful source, and a reflection upon whether or not this source is useful for the student’s paper. Since Global Studies is an interdisciplinary major, students can select either the MLA or APA Style manual depending upon their field of study and future career goals.</td>
</tr>
<tr>
<td><strong>Spring Break</strong></td>
<td><strong>March 5-9, 2012</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### WEEK 9

**Tuesday, March 13**
*Read article from* Environment Magazine
“Climate Refugees: The Case for a Global Protocol”
(D2L)
*In-Class Film: Climate Refugees*

**Thursday, March 15**
*For a brief historical overview of Haiti, read the following discussion by renowned Haitian historian, Dr. Laurent Dubois of Duke University:*
http://bigthink.com/ideas/18398
*In-Class PBS Film Clips: The Quake and/or Égalite for All*

### WEEK 10

**Tuesday, March 20**
*Debate* (see D2L for topics, groups, guidelines, and rubric)

**Thursday, March 22**
*Read Haiti After the Earthquake: Nèg Mawon; Writing About Suffering; Chapter 1*
*Participation II: Print rubric from D2L and fill in self-assessment (top blanks in each category)*

### WEEK 11

**Tuesday, March 27**
*Read Haiti After the Earthquake: Chapters 2-3*

**Thursday, March 29**
*Read Haiti After the Earthquake: Chapters 4-6*
Write a ½ page response to the following: In your opinion, can Haiti “build back better”? If so, what needs to be done to achieve this? If not, why?

**Friday, Deadline for Schultz-**

---

SLO 3: Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

Debate – Students will participate in a debate where they will work on a team to present arguments on the topics of international aid and/or global climate change. They will be assigned a particular stance, thus perhaps arguing a view point different from their own. The goal is to develop students’ critical thinking, analytical, and oral argumentative skills. Students will conduct research ahead of time to present arguments and a rebuttal. Students will be graded based a rubric that includes preparedness, thoroughness of arguments, clarity of expression, and organization.

SLO 1: Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.

Students will read seminal works by economists working in the field of international development and global poverty. They will be required to submit written responses to relevant questions posed by each author. In their responses they must critically evaluate ideas, formulate their own thesis statement, develop their arguments, and justify their opinions. Responses will all be worth 5 points and the overall response paper grade will be included in the participation grade assessed three times a semester.
## GLST 401: Global Studies II

<table>
<thead>
<tr>
<th>March 30</th>
<th>Werth Award Submissions to Honors College</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### WEEK 12

**Tuesday, April 3**
- Read *Haiti After the Earthquake*: Chapter 7
- In class viewing of clips from Dr. Paul Farmer’s Griffith Honor’s Lecture at SDSU in 2009 and recent lecture at Duke University in December 2011 [http://www.youtube.com/watch?v=gYEvtGAM98U&feature=youtu.be](http://www.youtube.com/watch?v=gYEvtGAM98U&feature=youtu.be)

**Step 4 of Research Paper – First 2 pages including a clear thesis statement**
- SLO 1: Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.
- SLO 3: Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

**Thursday, April 5**
- In-Class viewing of *Nou Bouke* to be found @ [http://vimeo.com/21211925](http://vimeo.com/21211925)

### WEEK 13

**Tuesday, April 10**
- Guest Lectures (tentative): Teri Johnson, pastor of United Methodist Church in Brookings and/or Lisa Marotz, Director of Feeding Brookings
- Write a ½-1 page reaction to this article: Why is poverty growing in the US? What changes have you noticed in your local (hometown, Brookings) communities indicating that poverty is on the rise?

**Step 4 of Research Paper – First 2 pages including a clear thesis statement**
- SLO 1: Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.

**Thursday, April 12**
- In-class viewing of an episode of *20/20* from November 2011: “Hidden America, Children of the Plains” Discussion of Poverty in South Dakota
- **Step 5 of Research Paper – Final 10-15 page paper due**

**Step 4 of Research Paper – First 2 pages including a clear thesis statement**
- SLO 1: Read extensively and respond critically in the written discourse of the discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about a topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience of issues at hand.

**Research Paper – Students will write a 10-15 page research paper analyzing a problem faced by a developing country. They will work on the paper gradually throughout the semester, and step 4 requires them to turn in the first two pages of their final paper including introduction and thesis statement. These pages need to be typed in 12 point font with 1 inch margins. During class, students will exchange papers with a partner to conduct peer-editing, and then at the end of class they will turn in your pages and peer-editing comments to the instructor who will in turn provide feedback to incorporate into the final paper. The rough draft and peer editing will be worth 50 points and graded according to a rubric.**

**Research Paper – Students will read articles related to international development and global poverty. They will be required to submit written responses to relevant questions posed by each author. In their responses they must critically evaluate ideas, formulate their own thesis statement, develop their arguments, and justify their opinions. Responses will all be worth 5 points and the overall response paper grade will be included in the participation grade assessed three times a semester.**

---

Course Form #11
AAC Feb2007
### WEEK 14

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| Tuesday, April 17 | **Research Presentations**  
  SLO 4: Present the results of research or projects, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.  
  Research Presentation – Students will present their research paper findings with their classmates, instructor, and invited guests in the form of a Power Point presentation. This will allow them to demonstrate what they have learned about their chosen topic and share their knowledge with others. Each presentation will be 10-15 minutes long and will include a description of the topic, the thesis statement, overview of arguments, and possible avenues of future research on this topic. It will be worth 50 points and will be graded according to a rubric. |

| Thursday, April 19 | **Research Presentations**  
  SLO 4: Present the results of research or projects, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.  
  Research Presentation – Students will present their research paper findings with their classmates, instructor, and invited guests in the form of a Power Point presentation. This will allow them to demonstrate what they have learned about their chosen topic and share their knowledge with others. Each presentation will be 10-15 minutes long and will include a description of the topic, the thesis statement, overview of arguments, and possible avenues of future research on this topic. It will be worth 50 points and will be graded according to a rubric. |

### WEEK 15

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| Monday, April 23 | **Harvest Table**: United Methodist Church Community Life Center; 625 5th St.  
  Meal Preparation: 2:30-4:30 p.m.; Meal Served: 5:30-6:30 p.m.  
  **Research Presentations Participation III**: Fill in 3rd assessment from printed rubric (you don’t need to reprint the rubric unless you misplaced it; just fill in the 3rd column from the previous participation evaluations)  
  **Service-Learning Showcase**: 3:00-4:30 pm in Volstorff Ballroom of Union (see handout on D2L for poster presentation guidelines)  
  SLO 4: Present the results of research or projects, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.  
  Research Presentation – Students will present their research paper findings with their classmates, instructor, and invited guests in the form of a Power Point presentation. This will allow them to demonstrate what they have learned about their chosen topic and share their knowledge with others. Each presentation will be 10-15 minutes long and will include a description of the topic, the thesis statement, overview of arguments, and possible avenues of future research on this topic. It will be worth 50 points and will be graded according to a rubric.  
  Service-Learning Project & Showcase – Students will complete a service-learning project with a local nonprofit organization that works to reduce poverty and hunger in the Brookings community. Students will complete 8 hours of service and reflect upon their experience through class discussion, a 3 page reflection paper, and a poster presentation at the Service-Learning showcase |
GLST 401: Global Studies II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| Thursday, April 26 | Discussion of Service-Learning Project  
Read through and consider the questions to which you will respond for your service-learning reaction paper; you don’t need to type out a formal response, but you should be ready to discuss your opinion and experiences with the class (see handout on D2L for paper guidelines)  
**Service-Learning Paper due Monday, April 30**th by 1:00 p.m. |

held in the University Student Union on April 24th, 2012. All of these components will be graded according to a rubric.
Global Studies 401 – Research Project

For your final research paper, you will select a topic related to the field of Global Studies and the issues we are discussing this semester related to the developing world. You will conduct research on your topic, complete a bibliography using MLA or APA guidelines, and will write a 10-15 page research paper. Rather than simply provide a book report or summary of your topic, you will need to develop a thesis statement and develop your argument throughout your paper. You will have several preparatory steps to help you develop your ideas and your writing before handing in the final version of your paper at the end of the semester. The entire research project (including preparatory steps) will add up to 200 points.

Your paper must treat a developing country or an issue that we are discussing this semester related to the developing world. You can tailor your paper to a topic that interests you, but you must have a clear and specific argument. Rather than just speak generally about your theme, in your introduction you must have a thesis statement where you clearly state what you will be proving your paper. You must also include a developed and well organized body and a conclusion that sums up your arguments. For grading procedures, please see the rubric posted on D2L.

In order to prepare to write your research paper, you will complete the following preparatory assignments to be turned in on the dates listed on your course syllabus. All of these assignments will be graded and must be typed in 12 point font with 1 inch margins. They must be turned in at the beginning of class on their due date to receive full credit. If these assignments are late, you will receive a 25% grade reduction. Nothing will be accepted if it is more than 48 hours late.

**Step 1:** You will turn in a ¾ - 1 page description of your topic describing what you will examine and what you think your thesis (argument) will be. In addition, you must describe how you decided on this topic, why it interests you, and what you have read so far to inform yourself of your topic. Once you have chosen a topic, you may want to conduct some preliminary research online to determine whether you will need to order any materials through Interlibrary Loan. If you have never used ILL before, you will have the chance to speak with a reference librarian during our class session held in the library. (due Tuesday, February 7; 15 points)

**Step 2:** You will compile a bibliography of at least 10 sources according to the MLA or APA style guidelines. 5 of these sources must be non-internet sources, and you may NOT use Wikipedia (in any language) as a source. Please refer to the *MLA Handbook for Writers of Research Papers* or *Publication Manual of the APA* that are in Briggs Library when completing your bibliography (MLA - LB 2369 .G53 2009; APA - BF76.7 .P83 2010). (due Thursday, February 16; 10 pts)

**Step 3:** You will compile an annotated bibliography on 5 of your 10 sources. For more information on what to include, see the following website: http://owl.english.purdue.edu/owl/resource/614/01/ First, list the bibliographic citation of your source. Then, summarize the source including the main arguments and what topics are covered. Next, assess the source, stating whether or not it is a reliable and/or useful source. Finally, reflect upon whether or not this source is useful for your paper and whether or not it helped you
formulate your arguments. If you don’t think the article supports your argument, you should explain why. Each of the sources should be followed by at least 1-2 paragraphs (1/2 page) of annotation. (due Tuesday, February 28; 25 points)

**Step 4:** You will turn in the first two pages of your final paper including your introduction and thesis statement (what you are arguing or proving). These pages need to be typed in 12 point font with 1 inch margins. During class you will exchange papers with a partner to conduct peer-editing, and then at the end of class you will turn in your pages and peer-editing comments to me. I will give you feedback on these pages so that you can incorporate it into your final paper. (due Tuesday, April 3; 50 pts)

**Step 5:** You will write a **10-15 page research paper** in which you will integrate the information from the previous assignments and present your own ideas about your topic. Your paper should begin with a strong introduction that includes a thesis statement in which you indicate what aspect of the topic you’ve chosen to focus on and why. In the body of the paper you will present evidence to support your argument. Don’t just summarize your topic! I want to see that you can take a stance on a particular topic and then develop your argument throughout the paper. You should use your own words and cite minimally from articles. If you do find a quotation that you’d like to use, you need to make sure to properly document it using the MLA or APA formatting style (see handouts on D2L). Also, if you do quote directly from the text or from an article, be sure that you analyze the quotation in detail. Do not simply use a quote without commenting on it.

Your final research paper must be typed with 1 inch margins, in Times New Roman, and with 12 inch font. Your last page should include a bibliography of the sources you read and/or cited using the MLA or APA citation style. The bibliography does not count as part of the 10-15 required pages but is in addition to the paper. Remember that failure to cite sources results in plagiarism, and the majority of your paper should be in your own words or paraphrasing rather than quotations from articles. Plagiarism is a serious offense which could result in failure of the course or other serious consequences.

Using an online translator or having someone else write your paper is also considered academic dishonesty, so be sure that you write the paper in French and in your own words. Please feel free to consult me with any questions about how to develop your argument or how to find or cite sources of information. For policies on academic dishonesty, please see the Student Handbook at the following website: (due Thursday, April 12; 100 pts)

**Step 6:** In the last two weeks of class, you will present your research findings in a 10-15 minute Power Point presentation to your instructor and classmates. More details about this presentation will be provided in a separate handout on D2L. (50 points)