Arizona State University

General Studies Program Course Proposal Cover Form

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

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**DATE** January 7, 2012

1. **ACADEMIC UNIT:** Bachelor of Interdisciplinary Studies / School of Letters & Sciences

2. **COURSE PROPOSED:**
   - Prefix: BIS
   - Number: 484
   - Title: Dublin Internship / Study Abroad
   - Semester hours: 3

3. **CONTACT PERSON:**
   - Name: David Thomas
   - Phone: 480 727-7061
   - Mail Code: 3801
   - E-Mail: david.thomas@asu.edu

4. **ELIGIBILITY:** New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. **AREA(S) PROPOSED COURSE WILL SERVE.** A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. *(Please submit one designation per proposal)*

<table>
<thead>
<tr>
<th>Core Areas</th>
<th>Awareness Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and Critical Inquiry—L</td>
<td>Global Awareness—G</td>
</tr>
<tr>
<td>Mathematical Studies—MA CS</td>
<td>Historical Awareness—H</td>
</tr>
<tr>
<td>Humanities, Fine Arts and Design—HU</td>
<td>Cultural Diversity in the United States—C</td>
</tr>
<tr>
<td>Social and Behavioral Sciences—SB</td>
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<tr>
<td>Natural Sciences—SQ SG</td>
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</tbody>
</table>

6. **DOCUMENTATION REQUIRED.**
   - (1) Course Description
   - (2) Course Syllabus
   - (3) Criteria Checklist for the area
   - (4) Table of Contents from the textbook used, if available

7. **In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.**

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**CROSS-LISTED COURSES:**
- No
- Yes; Please identify courses: SGS 484

**Is this a multisection course?:**
- No
- Yes; Is it governed by a common syllabus?  

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**Chair/Director** (Print or Type)  
**Chair/Director** (Signature)

**Date:**

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Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<tr>
<td></td>
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<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
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<tr>
<td></td>
<td>☒</td>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td>☐</td>
<td>☒</td>
<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<tr>
<td>☐</td>
<td>☒</td>
<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.”</td>
</tr>
</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>2a: In depth area studies concerned with an examination of culture-specific region, country, or culture group</td>
<td>The course includes a 200 hour internship with an Irish organization in Dublin, Ireland and an associated academic course component in which students explore organizational and cultural characteristics of the Republic of Ireland.</td>
<td>All of the readings, quizzes, focus group meetings, and assignments in the course are geared toward helping students understand different aspects of living and working abroad - in the Republic of Ireland, in particular, and comparatively with respect to other cultures in a global economy. Students explore Irish history, language, culture, values and attitudes, religion and traditions, lifestyles, business / organizational characteristics, and communication.</td>
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</table>
BIS 484: Internship  
*Summer 2012 Dublin Summer Internship and Study Abroad Program*  
Arizona State University  

**Instructor**  
David A. Thomas, Ph.D.  
E-Mail: david.thomas@asu.edu

**Location / Times**  
Dublin City University (and various locations around Dublin)  
Meeting dates / times TBA

**Course Description**  
This course provides an opportunity for the student to participate in an internship experience in Dublin, Ireland which is selected specifically for each student based on their educational background and academic / work experience preferences. Students complete approximately 200 hours at their internship, and participate in a hybrid course (which includes an online component and several class sessions) designed to facilitate cultural awareness and sensitivity, and to allow for academic and professional growth and reflection regarding their international work experience / internship.

**Course Objectives**

- Spend approximately 200 hours interning for an organization in Dublin, Ireland. Placements are selected for each student individually based on your own specific academic experience, work experience, interests and goals.
- Demonstrate a clear understanding of personal qualities, values, and skills associated with effective performance, social processes and human relations in organizations in the Republic of Ireland.
- Discuss key characteristics of Irish language, culture, customs and etiquette
- Discuss key dimensions of national culture and compare Ireland, USA, and other countries along those dimensions.
- Explore how national culture influences organizational culture in Ireland, and how that compares with the US.
- Discuss key dimensions of organizational culture and consider factors associated with similarities and differences between organizations in Ireland, USA, and other countries.
- Document and effectively communicate the skills and knowledge acquired through the Ireland Internship & Study Abroad Program
**Grading Policy / Assignment Weighting**

In addition to successfully completing the internship, students in this course will be required to complete several short writing assignments, two focus group class meetings, a series of cultural orientation activities in and around Dublin, and some limited library/internet research.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Task(s) To Be Completed</th>
<th>Points</th>
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</table>
| Learning Module 1 | **Preparations and success strategies for the *Dublin Internship & Study Abroad Program*** | **Readings:**

1) Learning Module 1 online readings and pre-departure materials – See course website

**Assignments:**

1) Paper #1: (Pre-departure) Program expectations, current assumptions about living / working in Ireland, and psychological contract

2) Webquest – Ireland’s history and culture

**Quizzes:**

1) Quiz #1: Adapting to foreign cultures and culture shock

**Activities:**

1) Pre-departure orientation meeting (mandatory) | 20 |
| Learning Module 2 | **Irish National Culture** | **Readings:**

1) Scotney, chapters 1 – 6 (pages 7-132)
2) Learning Module 2 online readings – See course website

**Quizzes:**

1) Quiz #2: Irish national culture

**Assignments:**

1) Focus Group Meeting #1: National and organizational cultures and comparative cultural analysis | 20 |
| Learning Module 3 | **Organizational Culture and Characteristics in the Republic of Ireland** | **Readings:**

1) Scotney, chapters 7 & 8 (pages 142-164)
2) Learning Module 3 online readings – See course website

**Quizzes:**

1) Quiz #3: Working in Ireland / Economy, etiquette, norms and organizational behavior

**Assignments:**

1) Paper #2: Organizational Overview and Cultural Integration | 20 |
Learning Module | Task(s) To Be Completed | Points
---|---|---
Learning Module 4 | **Readings:**
1) Learning Module 4 online readings – See course website | 10
Quizzes:
1) Quiz #4: Working in Ireland / Economy, etiquette, norms and organizational behavior | 20
Assignments:
1) Paper #3: Transfer of learning, program reflection, and leveraging your international work experience | 20
2) Focus Group Meeting #2: Key learnings & career development considerations | 25

Total Possible Points | 200

<table>
<thead>
<tr>
<th>Total Point Score</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>180 – 200 (90% and up)</td>
<td>A</td>
</tr>
<tr>
<td>160 – 179 (80% to 89%)</td>
<td>B</td>
</tr>
<tr>
<td>140 – 159 (70% to 79%)</td>
<td>C</td>
</tr>
<tr>
<td>120 – 139 (60% to 69%)</td>
<td>D</td>
</tr>
</tbody>
</table>

**Assignment Submission and Late Work Policy**

Assignments are DUE (emailed to Dave) on the assigned due dates. It's also critical that you save copies all of your work for documentation purposes and for future reference. Don't take a risk – save your work frequently as you're doing it, and back everything up in at least two places!

*No late work will be accepted for credit except under extraordinary circumstances with appropriate documentation.* If any late work is accepted (at the instructor's discretion), it will be subject to a 50% late work penalty. This course will move quickly – be sure to plan to allocate an appropriate amount of time each week to attend class and work on your assignments. Procrastination does not work well in Study Abroad types of situations – you’ll want to plan your time carefully so you can maximize your overseas experience!

**Text Book / Course Readings**

The following readings are required for the course:


**Course Website** – You’ll find all of the other required readings / presentations available on-line at the Course Blackboard website.
Assessment Guidelines Rubric

Each assignment has a different focus with specific requests, but these general rules apply to each as I look for junior / senior-level work and good thinking and writing skills in all work. Divide the points you earned by what the assignment was worth to calculate your grade.

* Application and integration of knowledge and perspectives across academic disciplines is always welcome and is encouraged. That said, it isn’t specifically required for each assignment so, when you see that item below, realize that I know—and you should too from reading the assignment details—when it is required and when it isn’t. :-)

A = Excellent = Exceptional Paper
- All items requested in the assignment details are included, exceptionally outlined
- Comprehensive grasp of subject matter is demonstrated
- In-depth understanding of relevant concepts issues related to topic addressed / assigned
- Profound analytical critique, synthesis, & evaluation of information
- Insight in thought and contribution of something new
- Thorough explanation of the connection and/or application of disciplines *
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A virtually flawless mastery of all aspects of grammar, structure, spelling, & style
- Timely submission and academic integrity

B = Good = Above Average Paper
- All items are included: meets all requirements
- Good grasp of subject matter is demonstrated
- Basic understanding of relevant concepts & issues related to topic addressed
- Incorporates the connection between disciplines or the application thereof *
- Some in depth analytical critique, synthesis, & evaluation of information
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A good grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

C = Satisfactory = Competent Paper
- All items are not included: one key area weak or missing
- Basic grasp of subject matter is demonstrated
- Some understanding of relevant concepts & issues related to topic addressed
- Adequate attempt for analytical critique, more reporting than analyzing
- Minimal attempt to discuss/apply disciplines *
- Essay with an acceptable style and structure
- Basics of grammar, structure, and spelling
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

D = Poor = Marginally Acceptable Paper
- All items are not included: more than one key item missing or very weak
- Confusion of subject matter is demonstrated
- Understanding of relevant concepts & issues related to topic addressed is weak
- Just reporting events
- Just mentions the connection between, or application of, disciplines *
- A basic grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

**E = Failing = An Unacceptable Paper**
- All items are not included
- A basic lack of understanding of the subject matter
- No attempt to go beyond description
- No mention of the application or integration of disciplines *
- Written expression is disorganized and poorly expressed
- Serious errors in grammar, sentence structure, and spelling
- Timely submission & Academic integrity questionable
- Standard format not followed

**Academic Integrity**

Academic Integrity is important. Carefully read the material on the Course Website (Learning Module 1). Should you intentionally or accidentally fail to be in integrity, you will fail the class.

**Citing Style for Assignments**

Other potentially useful info: See these cites for APA citation style. APA is easy and what I personally prefer. If you don’t know it, see [http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html](http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html) and for help with just about any sort of citation you need to do for several styles (including APA) [http://www.lib.duke.edu/libguide/cite/works_cited.htm](http://www.lib.duke.edu/libguide/cite/works_cited.htm). See all these for help. They also help refresh your memory on how to do your bibliography.


Purdue University Writing Lab, look through lots of handouts and materials there...see information on research and documenting sources, paraphrasing, etc. [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)

**Assignment Formatting / Submission Tips**

Please follow these instructions carefully:

- Write all of your assignments in Microsoft Word. If you are using Microsoft Word 2010 or any other word processor (such as Word Perfect), be sure to save your file as a Rich Text File (.rtf) before you submit it to the course website. Saving as a rich text file (.rtf) is generally always a good bet when in doubt.
- Always be sure to spell-check and proofread your work.
• Always back up your work – and do it regularly to an external drive or flash drive. You should always have your work saved in at least two places.

• Use the class naming convention for files of YourName_AssignmentName for each assignment).

**Required Format:** Core assignments must be typed / word-processed (11 point font / 1.5 line spacing / 1 inch margins). When you are responding to specific questions / prompts, please **include the questions / prompts** before your responses (you can copy and paste them from the course website).

Put the assignment number/name on the top left, and your name on the top right, of the first page. Follow the assignment submission instructions carefully and save each file as a Microsoft Word document (or rich text file) with the appropriate file name / extension (according to the instructions for each assignment). Failure to follow formatting and submission instructions will cost you points!