Memorandum

To: Global Awareness Subcommittee

From: Ron Dorn, School of Geographical Sciences and Urban Planning

Re: Resubmission of GCU114/HST114 for Global Awareness

Date: October 25, 2011

I apologize for wasting your time with the first submission. After your very appropriate denial, I went back into my files. Based on your comments, I realize that I must have sent one of the very early drafts of the application – one that had just copied over some materials from the parallel course and prior to revision.

Again, I sincerely apologize for the extra effort. And I feel really stupid.
Memorandum

To: Chouki El Hamel, General Studies Council Chair
   Phyllis Lucie, General Studies Council Program Coordinator

From: Ron Dorn, School of Geographical Sciences and Urban Planning

Re: Review of GCU114/HST114, Pending Approval of Permanent Course Number

Date: October 3, 2011

The Teaching Foundations Project is a part of a large federal grant to develop new lower division courses to host rich content material for aspiring elementary educators. The intent is to replace a potpourri of random courses now taken with rich content that is targeted towards what elementary educators need to learn.

The course:

GCU 114: World Social Studies
& cross listed
HST 114: World Arizona Social Studies

is one of two lower division courses being developed to integrate the core areas of “social studies” taught in elementary classrooms: economics; geography, government (political science), and history.

This course is now under review for a permanent number, since it is on the major map of for Elementary Education majors starting in the Spring of 2013.

I understand that this course review is pending approval of a permanent number. I also understand that the Teaching Foundations Project consortia leadership will review the syllabi for any changes. If they identify any changes, the new syllabus will be sent to the subcommittee chairs. In this case, the subcommittees will be SB and H.
ARIZONASTATEUNIVERSITY

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)

DATE: October 1, 2011

1. ACADEMIC UNIT: School of Geographical Sciences and Urban Planning

2. COURSE PROPOSED: GCC 114 World Social Studies 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Ronald Dom Phone: 6-7533
   Mail Code: 5302 E-Mail: ronald.dom@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 965-0793.

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)

   Core Areas
   Literacy and Critical Inquiry – L
   Mathematical Studies – MA
   Humanities, Fine Arts and Design – HU
   Social and Behavioral Sciences – SB
   Natural Sciences – SQ

   Awareness Areas
   Global Awareness – G
   Historical Awareness – H
   Cultural Diversity in the United States – C

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.

   CROSS-LISTED COURSES: □ No ☑ Yes; Please identify courses: HST 114

   Is this an online course?: □ No ☑ Yes; Is it governed by a common syllabus? Yes

Please see the material that follows this cover form.

Luc Anselin

Luc Anselin, Director, School of Geographical Sciences and Urban Planning
October 3, 2011
### ASU—[G] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
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<tbody>
<tr>
<td>GCU</td>
<td>114</td>
<td>World Social Studies</td>
<td>G</td>
</tr>
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</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</th>
<th>How course meets spirit</th>
<th>Evidence of how course meets criteria</th>
</tr>
</thead>
</table>
| 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. | The core of this course is a study of world geography. World geography breaks up the world into different regions, and the focus rests on an understanding of the contemporary world. | 45 contact hours of lectures advances student understanding about the world outside of the United States.  
See the yellow annotated sections in the syllabus. |
| 2a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group OUTSIDE OF THE UNITED STATES | World geography has a strong focus on how culture varies from region to region. This is the major theme that defines a world geography focus. | All of the grade is based on understanding world regions and cultures in different world regions.  
See the green annotated material in the syllabus|
| 2c. The course is a comparative cultural study in which most (more than half) of the material is devoted to non-US areas. | The discussion and analysis of lectures is comparative by nature. The study of different world regions leads to comparative analysis in the assignments. | See the blue annotated material in the syllabus |
SAMPLE ASSIGNMENTS – as a way to understand whether this course meets the G in spirit and specifics. This is not color coded, because the idea is for you to envision the work that the students will be conducting.

The best way to understand the nature of the course is to examine the themes driving the assignments, the three core assignments, and the culminating project. The “core assignments” are those substantive projects that are designed to have students apply gained knowledge.

However, as a preface to understanding these core assignments, the global awareness subcommittee should understand that these assignments task students with linking their understanding of different global cultures to major global environmental problems that exist in geographical, historical, government, and economic frameworks. Phrased in another way, all of these assignments link to issues of sustainability through seven core themes that run through the geography, history and government smaller assignments.

Core Theme #1: We are seeking solutions to problems. Past cultures have sought solutions, and may have been unsuccessful in the past. However, many contemporary cultures are being successful today.

Core Theme #2: There are limits to resources. Some cultures live within their resource limits, while other cultures in the world do not. Past cultures that have failed to live within their resources have collapsed, and many contemporary cultures are failing to live within their resources. The role of culture is critical in dealing with resource limitations.

Core Theme #3: Advances in technology can reset the resource limits. Past civilizations have reset limits, such as those practicing basic irrigation technology, and many indigenous cultures still use those ancient advances in today’s culture. Concomitantly, ongoing advances in technology alter different world cultures, as evidenced how genetically modified organisms are viewed in different locations.

Core Theme #4: We are dealing with complex systems. Global cultures exist within natural systems, and how global culture interacts with these natural systems can be unpredictable with consequences for those cultures. Ethiopia’s droughts, the Aral Sea’s desiccation, and the reduction of Arctic Sea Ice are environmental events that profoundly impact indigenous cultures in these areas.

Core Theme #5: Solutions require collaboration. The world faces a number of freshwater crises related to the management of water across international borders. China’s building of major dams is impacting and will increasingly impact downstream cultures. Conflicts in southwest Asia have arisen regarding dam construction and water diversion, altering downstream cultures that have relied on freshwater that is no longer available. Understanding the role of collaboration of different cultures is a core theme.

Core Theme #6: Problems and solutions are both global and local. Natural environmental and climatic cycles, human trade, transportation, and the Internet assure that local actions can have
global consequences. This core theme involves students understanding case studies of how culturally based decisions in one locale has impacted cultures elsewhere.

Core Theme #7: Real solutions must be fair. Solutions that favor one culture over another are not truly sustainable. Historical examples of fair solutions set the stage for student discussions over contemporary conflicts that could have fair solutions.

These core themes weave their way through separate small assignments and students are tasked with their re-emergence in the core assignments.

**Synopsis of World Geography Core Assignment:**

Cultures interact with their natural environment. This is not to say that culture is determined by environment. The fallacy of environmental determinism is a theme that you have learned in the geography section of this course. There is little doubt that environment flavors the culture of an area. Cultures that live along rivers exemplify the role of environment. One of the most dramatic examples is the massive Mekong River in East Asia and Southeast Asia. Your task is to understand a culture along the Mekong and how dam construction has or could influence this culture in the future.

The Mekong River crosses many different countries. China is building dams along the Mekong River, and there is grave concern for over the impact of Mekong Dams on the culture of Southeast Asia. **This promo** for a documentary on the Death of the Mekong provides an introduction to some of the issues.

Your first task is to understand the basic geography of the Mekong River system by reading “Killing the Mekong: China’s Fluvicidal Hydropower-Cum-Navigation Development Scheme” by Tyson R. Roberts written in 2001, and “Fish migration, dams, and loss of ecosystem services in the Mekong Basin” that brings the issue up to 2010. “The last of the Leviathans” in Science tells the stakes of ongoing development for diversity in freshwater fishes. However, this assignment is not about changes to hydrology of fishery resources being lost. It is about the impact on cultures of the region.

Thus, your second task is to understand more about outside pressures on the different cultures that have lived with the natural pulses of this giant river system. Start out by reading about Vietnamese who live in the Mekong Delta and watch this video excerpt. Please read “Will the Mekong survive Globalization” by Charnvit Kasetsiri.

Your assignment is to carry out background library research on a traditional culture that has lived along the Mekong River. You can select any culture. From your geography lectures, you have learned the basic elements of a culture. Be sure that your research paper covers these basic elements. Then, speculate on how a planned (or already built) dam along the Mekong would (or has) impacted the culture. The details of this 5-page paper will be discussed in class through previous examples.
To get you started, please consult the hyperlinks to basic readings on different Mekong cultures. However, you will have to carry out additional research. Thus, we will discuss in class how you use a few basic articles to find additional information.

**Synopsis of World History Core Assignment:**

The ancient civilizations of Nile, Tigris-Euphrates, Indus and Hueng He (Yellow) rivers developed in association with the ebb and flow of natural hydrological systems. In the world history section of this course, you have traced how the cultures living in what is now Egypt, Iraq, Pakistan, and China changed over time. Your task is to select a culture that currently exists along one of these river systems. A very sad example would be the [Iraq’s Marsh Inhabitants](#) who were devastated by changes in the late 20th century. Another example would be the [Ethnic Groups in Swat in North Pakistan](#).

Out of the different basic elements of culture you learned about in the geography section, select three and trace the historic roots of these cultural elements. The goal of your research is to analyze how these cultural elements started and then changed in response to outside historical inputs.

The structure of your assignment starts with a section where you explain why you selected the culture and why you selected the three different elements of culture. This introductory section can just be a few paragraphs. Then, you will spend one page (single spaced) explaining your thoughts on the historical origin of each of the different elements of culture. The last section of a half page is to provide your opinion on what processes in history drive the culture that we see today, based on your research. The details of this 4-page paper will be discussed in class through previous examples.

**Synopsis of World Government Core Assignment:**

The [European Union](#) has changed the political and economic dynamics in Europe. This has been discussed in the context of the geography section of the course, but most heavily in the world government section of the class. The EU started in 1951 when only Belgium, Germany, France, Italy, Luxembourg and the Netherlands joined economically. As new joined the EU, they had undergone particular changes. Your task is to analyze how joining the EU has influenced a particular culture in a EU country.

Your first task is to understand the issue of the EU changing culture from the an academic perspective that provides an overview of broader issues. This paper by Clive Barnett provides you this background. There are a number of different culture groups in Europe. There are also a number of active online organizations that promote intercultural dialogue.

The structure of your assignment will start with you explaining the culture group you selected and its location in Europe. Then, you will present your research on the culture prior to that country’s incorporation in the EU. Lastly, you will present your research on how that culture
has been influenced by the fundamental political change within Europe. This is just a 3 page paper. More details and examples will be discussed in class.

**Synopsis of Culminating Project: Find a sustainable world culture**

By the end of the class, you will have been inundated about geographical perspectives, historical perspectives, and political perspectives. The culminating project asks you to take everything that you have learned, also using your own interests in the world outside of class, to find an example of a culture in the world that has lived sustainably in the past or is living sustainably now. Sustainability of Earth is a major theme of Arizona State University and of the Mary Lou Fulton Teacher’s College.

It is easy to find examples of cultures messing up and dying off. This culminating project asks you to find a successful culture in the world. The details of this project will be discussed throughout the semester. We want you to start early and go through several drafts of your culminating project, adding to it with geographical, historical and comparative political perspectives as your course covers each of these disciplinary perspectives. By the end of the class, you will have gone through several drafts and additions in writing. Your culminating project will also involve an oral presentation to the class, where the guidelines and examples are discussed in class.
1. Instructor Information:

Dates of classes: Fall Semester 2012
Instructor: Dr. Ronald Dorn
Email: ronald.dorn@asu.edu
Work Phone: 480-965-7533
Office Hours: MWF 10 to 11 am
Office Location: Coor 5580
Background: Ron Dorn has been a Professor of Geography (now Geographical Sciences and Urban Planning) since 1988. He has been working with K-12 teachers since 1995 in his role as co-coordinator of the Arizona Geographic Alliance. He is the co-leader of the social studies consortia in the Teaching Foundations Project.

2. Course Information:

Catalog Description: Introduction to the World from the integrated social science perspectives of history, geography, and government.

General Studies: Will be submitted for SB and G

This course meets the Social and Behavioral Sciences (SB) criteria, because it requires students to learn about social scientists’ observations about human behavior and how social science perspectives on human events contribute to civic dialogue. To accomplish this, students learn social science theories and principles in government, geography, and the social science side of history. Students learn about methods used to acquire social science knowledge. Students also learn about the impact of social scientific understanding.

This course also meets the Global Awareness (G) criteria, because this course focuses more than half of the grade on enhancing the awareness of students on the importance of different cultures found in the world today.
These two general studies requirements interweave with one another in a way that promotes both social science understanding and global awareness through transdisciplinary perspectives.

**Course Format:** This course is designed to be taught in multiple formats: face-to-face, hybrid, and online. This particular syllabus is designed for the hybrid format.

**Required Course Texts, Materials and Resources:** There are no required expensive textbooks for this course.

1. Lectures, reading and other resources are available through hyperlinks in the course schedule.

2. ASU Blackboard Course Management Website at [http://myasucourses.asu.edu](http://myasucourses.asu.edu) (All ASU students have FREE access to this web resource). The blackboard website will be used to facilitate assignments and instructor feedback for the history and government components of the course.

3. A specially designed grading program ([http://socialstudies.courseassign.com/](http://socialstudies.courseassign.com/)) will facilitate student engagement in the geography component of this class, modeling the integration of technology into the learning process.

**Student Learning Outcomes Linked to Educational Standards**

The intended audience for this course are ASU students who aspire to become certified teachers and any student interested in an integrated understanding of the social studies of the United States and Arizona.

This is not a course in how to teach. It is a content-rich course about the social studies (government, history, geography) of the United States and Arizona. This content does, however, relate to a number of different educational standards that must be mastered by aspiring elementary teachers. The content of this course is part of a sequence of two courses, cross-listed in history (HST) and geography (GCU) that will prepare you to master these standards:

- **GCU 113** or **HST 113:** United States and Arizona Social Studies (SB, H)
- **GCU 114** or **HST 114:** World Social Studies (SB, G)

<table>
<thead>
<tr>
<th>Educational Standard</th>
<th>How this course connects</th>
<th>Course Outcomes</th>
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<tbody>
<tr>
<td>The AEPA Test for Middle School Grades Social Studies.</td>
<td>This course helps prepare students for the AEPA Field 40: Middle Grades Social Studies Test in government, history and geography.</td>
<td>Those elementary students interested in taking the AEPA Middle Grades Social Studies Test.</td>
</tr>
<tr>
<td><strong>World Geography:</strong> Objective 0020: Understand the world in spatial terms. Objective 0021: Understand places and regions. Objective 0022: Understand physical systems. Objective 0023: Understand human systems.</td>
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</tbody>
</table>
Objective 0024: Understand environment and society

**World History:**

Objective 0008 Understand important features of early world civilizations
Objective 0009 Understand major developments in world history through the Renaissance and Reformation.
Objective 0010 Understand major developments related to the encounters and exchanges of the Age of Discovery, the Scientific Revolution, and the European Enlightenment
Objective 0011 Understand major developments related to the Age of Revolution.
Objective 0012 Understand major developments related to the Age of Imperialism and World War I.
Objective 0025 Understand the Civil War and Reconstruction.
Objective 0013 Understand major developments in world history from World War I to 1950.
Objective 0014 Understand major developments in world history from 1950 to the present.

**World Government:**

Objective 0018: Understand the rights, responsibilities, and roles of citizenship.
Objective 0019: Understand government systems of the world and international relations.
Economics: Objective 0027 Understand global economics.

This is a course rich in academic knowledge and does not have any focus on pedagogy. Thus, the standards addressed are 7 and 8:

Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor’s degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards.

Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning.

This course uses explicit examples from Strand 2: World History: ([https://www.ade.az.gov/standards/sstudies/articulated/strand2.pdf](https://www.ade.az.gov/standards/sstudies/articulated/strand2.pdf))

This course uses explicit examples from Strand 3: Civics/Government of the Social Studies Standard: ([https://www.ade.state.az.us/standards/sstudies/articulated/strand3.pdf](https://www.ade.state.az.us/standards/sstudies/articulated/strand3.pdf))

This course uses explicit examples from Strand 4: Geography of the Social Studies Standard: ([https://www.ade.state.az.us/standards/sstudies/articulated/strand4.pdf](https://www.ade.state.az.us/standards/sstudies/articulated/strand4.pdf))

The course does not provide material at the level of elementary school students. Rather, different performance objectives in Grades K-8 are:

Elementary teachers completing this course and the subsequent courses in the social studies sequence will have a college-level detailed understanding of the knowledge.
Instructor-Student Trust: Trust is an important aspect of any successful educational setting.

In this class, the instructor anticipates that students come into this class: (a) trusting that the course developers of the Teaching Foundations Project have compiled class material highly relevant to aspiring elementary educators; (b) trusting that your course instructor greatly desires you to do well in the class and will not employ such “tricks” as “gotcha” tests that assess material that has never been presented; (c) trusting that grading will be done fairly with useful feedback; and (d) trusting that the workload of the class accurately reflects Arizona Board of Regents guidelines for three credit semester courses.

Commensurately, in this class, the instructor trusts that the students truly want to learn the material as opposed to just meet a requirement. The instructor trusts that the students will let the instructor know when any learning problems arise. The instructor also understands that students do sometimes have problems in their everyday life that can interfere with learning, and that the instructor wants to learn of these problems as soon as possible to come up with mutually beneficial solutions that promote learning.

3. Tentative Course Calendar, Lectures and Readings

Weeks 1-5 Promoting Disciplinary Thinking about Geography of the World [20 hours of lectures]

NOTE: Each standard lecture covers case studies of different world regions

<table>
<thead>
<tr>
<th>Course Topic</th>
<th>Lectures and Readings</th>
<th>Date of Class Discussing Material in Person for Hybrid Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin America</td>
<td>Latin America religion, language, population, impact of environmental conditions on culture</td>
<td>Week 1</td>
</tr>
<tr>
<td>Monsoon Asia</td>
<td>East and Southeast Asia, religion, languages, impact of population growth or slowing on culture, religion, and impact of natural disasters on culture</td>
<td>Week 2</td>
</tr>
<tr>
<td>North Africa and</td>
<td>Climate and its influence on culture, religion, language,</td>
<td>Week 3</td>
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<tr>
<td>Region</td>
<td>Topic</td>
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<td>Southwest Asia</td>
<td>the Arab Spring and its interaction with culture, influence of refugees on culture</td>
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<td>Subsaharan Africa</td>
<td>Climate and its influence on indigenous culture, religion, impact of genocides and conflict on culture, impact of colonial history on culture, influence of environmental changes on culture (e.g. periodic drought)</td>
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<tr>
<td>Europe and Russia</td>
<td>Latin Deindustrialization processes and the impact on culture, de-Soviet processes and the impact on culture, the interactions between the EU and culture, religion, influence of declining populations on culture</td>
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<tr>
<td>Oceania</td>
<td>Religion, language, population, impact of environmental conditions (e.g. sea level rise, invading species, tourism) on culture</td>
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<tr>
<td>Canada</td>
<td>Climate and its influence on indigenous culture, religion, impact of the oil boom on culture, impact of the United States on Canadian culture, influence of environmental changes on culture (e.g. warming)</td>
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**Weeks 6-10: Promoting Disciplinary Thinking about the History of the World [10 hours of lectures]**

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<tr>
<th>Course Topic</th>
<th>Standard Connections</th>
<th>Lectures and Readings</th>
<th>Date of Class Discussing Material in Person for Hybrid Class</th>
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</thead>
<tbody>
<tr>
<td>The beginnings of human society</td>
<td>Era 1</td>
<td>Online presentations and reading link</td>
<td>Week 6</td>
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<tr>
<td>Early Civilizations and the emergence of pastoral peoples, 4000-1000 BCE</td>
<td>Era 2</td>
<td>Online presentations and reading link</td>
<td>Week 6</td>
</tr>
<tr>
<td>Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300CE)</td>
<td>Era 3</td>
<td>Online presentations and reading link</td>
<td>Week 7</td>
</tr>
<tr>
<td>Expanding Zones of Exchange and Encounter (300-1000 CE)</td>
<td>Era 4</td>
<td>Online presentations and reading link</td>
<td>Week 7</td>
</tr>
<tr>
<td>Intensified Hemispheric Interactions (1000-1500 CE)</td>
<td>Era 5</td>
<td>Online presentations and reading link</td>
<td>Week 8</td>
</tr>
<tr>
<td>The Emergence of the First Global Age, 1540-1770</td>
<td>Era 6</td>
<td>Online presentations and reading link</td>
<td>Week 8</td>
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<tr>
<td>Course Topic</td>
<td>Lectures and Readings</td>
<td>Date of Class Discussing Material in Person for Hybrid Class</td>
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<tr>
<td>Era 7</td>
<td>Online presentations and reading link</td>
<td>Week 9</td>
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<tr>
<td>Era 8</td>
<td>Online presentations and reading link</td>
<td>Week 9</td>
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<td>Era 9</td>
<td>Online presentations and reading link</td>
<td>Week 10</td>
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<tr>
<td>Recurring Patterns</td>
<td>Online presentations and reading link</td>
<td>Week 10</td>
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**Weeks 11-14: Promoting Disciplinary Thinking about Comparative Governments [10 hours of lectures]**

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<tr>
<th>Course Topic</th>
<th>Lectures and Readings</th>
<th>Date of Class Discussing Material in Person for Hybrid Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1</td>
<td>Great Britain and France</td>
<td>Week 11</td>
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<tr>
<td>Topic 2</td>
<td>Germany and Japan</td>
<td>Week 12</td>
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<tr>
<td>Topic 3</td>
<td>China</td>
<td>Week 13</td>
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<tr>
<td>Topic 4</td>
<td>Mideast</td>
<td>Week 14</td>
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**Weeks 15 Integrating disciplinary perspectives of social studies [5 contact hours]**

**GENERAL STUDIES NOTES: The focus of the discussion rests in analyzing comparative cultures in the context of how best to integrate the material across the elementary curriculum**

<table>
<thead>
<tr>
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<th>Lectures and Readings</th>
<th>Date of Class Discussing Material in Person for Hybrid Class</th>
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</thead>
<tbody>
<tr>
<td>Integrative Assignment: Student Presentations</td>
<td>Readings are hyperlinked on class websites presented in a way that is more compatible with the nature of our freshman studies</td>
<td>Week 15</td>
</tr>
<tr>
<td>Retrospective on Integrating Perspectives:</td>
<td>Readings are hyperlinked on</td>
<td>Week 15</td>
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</tbody>
</table>
GCU 114 Reading List for Students

Introduction: The readings are all linked in connection to assignments. The students will not see this lengthy reading list. The readings will be parsed out slowly, a few hyperlinks at a time. Our observation is that lengthy linear reading lists can discourage students. In contrast, this hyperlinked generation will read if the sections are bite-sized and they relate directly to the task at hand – whether it be an assignment, a quiz, or studying for a test.

**GENERALS STUDIES NOTES:** These readings are a mix of the different general studies criteria. Several mix multiple criteria. These are hyperlinks, such that the reviewer can click on a link and evaluate the content.

Readings in the Geography Section of the Course

The lectures provide a broad overview of different world regions. The following articles are intended to provide geographical perspectives on different topics in different regions. Many of the following are Regional Geography Blogs by Professor Donald Rallis, University of Mary Washington. Some are written by Tim Oakes. There are other articles, also, written by non-geographers for a United Nations website.

The readings that focus on contemporary global cultures are in red.

**East Asia**
- CIA Factbook China
- Do you speak English?
- My students, meet your competitors
- The changing life of a village in Yunnan Province, China.
- On privacy and the use of public space
- This blog is no longer censored in China (Update: ...but Facebook is)
- Made in China: Buttons, socks, sofas, and electric scooters
- Dujiangyan, Sichuan Province: In the wake of the earthquake
- A Fascinating And Unusual Part Of Guangzhou, China.
- The Wrinkles of the City
- The case for contamination: McWeddings in Hong Kong
- China is Number Two
- The value of garbage: converting plastic back into oil
- The Sock Capital of the World
Europe & Russia

Equal Opportunity In Education: Eliminating Discrimination Against Roma
Racism in Football – Football against Racism: The FARE Experience
In the Wake of Xenophobia: The New Racism in Europe
CIA Factbook
Fear of contamination – Italy’s Lega Nord
L’Affair Foulard continues in France
L’Affair Foulard part 2 – “Le regard”
London and the 2011 Riots
The Royal Wedding: a reflection on nationalism and identity
Mobility, migration, multiculturalism, the monarchy, and me
Cotton, the Industrial Revolution, and Manchester
The tale of a small town in Lithuania
Changing landscapes of Europe
Of cake, geography, and Belgium
Why are the Caucuses so conflict-prone?

Middle East and North Africa

Turkey’s 2011 General Election – Who really “won”?
Pyramids in the Middle East
Archaeology and history as “tools of dispossession”: Jerusalem’s Silwan neighborhood
A Very Strange Society
Change in Egypt, and why it matters
A tiny glimpse of life under occupation: Israel’s Qalandiya checkpoint
A Snapshot of Doha
Women’s Rights in Saudi Arabia
The fight for space in Bahrain
The fight for space in Cairo

Middle America & South America & The Caribbean

In Haiti... The World From Her Mother’s Side
U.N. Urges Chile to Halt Evictions of Indigenous Protesters
Borderlands: “uncontacted” tribes and resource extraction
Waste Land
The Haiti Earthquake: January 12, 2010.
Visitors to Haiti: “Having fun and enjoying themselves.”

Oceania & Pacific

Small Islands, Rising Seas
Native Title and the Meaning of Land – the struggle over James Price Point in Australia
(The Tyranny of Distance)²: A visit to the Friendly Islands
South and Southeast Asia

Pakistan Needs Our Help, Now
Gender Disparity in Primary Education: The Experience in India
CIA Factbook India
The maid trade deserts Malaysia: “Now, I have to do it all by myself”
The Mekong as Border
Mr. Duong, Translator
Tea and Poverty
Fishmarkets and Nativity Scenes
Of Refrigerators, Western Union, and Migrants
A street corner in Phnom Penh
Singapore: Helicopter parent autocracy
An urban lament
Notes from a real city
Confessions of a troubled traveler
Visit to a Strange Land: Burma June 2010
Burma or Myanmar?
Of Indian food, Chinese temples, and Jewish graves… in Malaysia
Bangkok: Protest in a Primate City
The Miracle of Phnom Penh traffic
The Beauty and Hideousness of Bali
The Cambodian Genocide
The Sultanate of Brunei, and its Sultan
Singapore: Geopolitical Utopia

Subsaharan Africa

Scaling Up Development Efforts for Africa: A Global Partnership for Development is Vital for the Region
Towards Universal Primary Education: The Experience of Tanzania
The Abyei Region of Sudan
Coming soon, the world’s newest country
A most remarkable creature
Mapping Urban Inequality
Leo Africanus
Landscapes and mindscapes of fear and (in)security: South Africa 2010
Little England on the Veld
Strangers in a strange land

Readings in the World History Section of the Course, used in Quizzes and History Project

The lectures provide a broad overview of world history. The following materials contain supplementary readings. Specific sections will be employed as hyperlinks to stimulate discussions.

David Buck, "Was It Pluck or Luck that Made the West Grow Rich?" Journal of World History 10, no. 2 (Fall 1999): 413–30.
Readings in the Comparative Government Section of the Course

Understanding current events is central to the study of comparative politics. The online lectures will provide the basic backbone of student information. Then, class discussion will draw from posted readings in online papers, such as the Times, China Daily, Moscow Times, Egypt Daily News, the Guardian Nigeria, the Times of India, as well as articles in other newspapers. The exact readings do not yet exist, because the idea is employ current events to link to the general concepts presented in lectures.

In addition, students will be hyperlinked to the following selected readings.

How does the European Union work?
Former Soviet Union system.
Russia government. 1
Russia government 2 (click on government)
China government 1.
China Government 2.
India government.
Iran government 1.
Iran government 2.
Nigeria government.
Mexico government.
Chile government.
4. Student Assessment

Class Grading Scale

- A+ 100%
- A 92-99.99%
- A- 90-91.99%
- B+ 88-89.99%
- B 82-87.99%
- B- 80-81.99%
- C+ 76-79.99%
- C 65-75.99
- D 50-64.99%
- E < 50

Course Assignments:

Class participation — attendance and discussion (10% of the grade)

Lecture Quizzes (30% of the grade)

- Geography (10% of the grade)
- History (10% of the grade)
- Government (10% of the grade)

Disciplinary Projects (30% of the grade)

Guidelines and scoring rubrics for disciplinary projects will be provided online to students during the second week of each disciplinary section of the class.

- Geography (15% of grade) — Mekong River cultures (due end of week 5)
- History (10% of grade) — Culture change along major rivers (due end of week 10)
- Government (10% of grade) — “Europeanization” of Culture (due end week 14)

Social Studies Final Integrative Project (25% of grade) — Find a sustainable world culture

Course/Instructor Evaluation: The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help
administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu.edu/emailsapgn.

5. Course Policies

- **Professional Behavior**  Your instructor expects that students will exhibit professional behavior inside the classroom and in working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU’s campus. For students in the Mary Lou Fulton Teacher’s college, if the instructor determines that your behavior at any time your behavior is ‘unprofessional’, the instructor may refer the student to the Director of the Advising, Recruitment, and Retention Office (ARRO) for the development of a Professional Improvement Plan (PIP).

- **Attendance**  
  Attendance is required, unless a valid reason is provided to the instructor – such as a school function or a documented illness. An attendance sheet will be used to document student attendance.

- **Late and Missing Assignments; Incompletes**  
  Late assignments will be graded on the same scale as assignments turned in on time, if the assignment is not more than 7 days late. However, late assignments pose a burden to the grading process. Someone turning in an assignment late should not expect that assignment to be graded in a timeline fashion. The instructor’s first grading and feedback priority is to provide a response first to those students who do not turn in late assignments; basically – a late assignment is always put at the bottom of the grading pile. *The instructor may lower the grade when a student turning in a late assignment if it is more than a week late.*
  
  Missing assignments will be treated as a “zero” in the grading process.
  
  Incompletes are only allowed for reasons presented in this Arizona Board of Regents Policy.

- **Academic Integrity/Plagiarism**  
  The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic
integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units.”

The rest of the code, which consists of several pages, is available at the following URL. http://provost.asu.edu/academicintegrity

- **Disability Accommodations for Students**
  Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC.

- **Religious Accommodations for Students**
  Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

- **Military Personnel Statement**
  A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usui/usui201-18.html.

- **Harassment Prohibited**
  ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus Administration building suite 102, 480-727-1060; Tempe campus Student Services Building room 263, 480-965-6547; or the West campus UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

- **Classroom etiquette:** In order to enhance productivity and ensure that everyone is treated with respect, the following standards for classroom decorum are expected.
- Cell phone ringers turned off.
- No side conversations, text messaging, note passing, etc.
- Arriving on time and, if unavoidably late, making as inconspicuous an entry as possible.
- If you disagree with remarks made by the instructor or fellow students, do so politely (we will do our utmost to operate on a non-partisan basis).
- Keeping the instructor informed of reasons for absences or delays in submitting work.
- Using laptops in class only for taking notes and looking up course-related material.

**Grade Appeals**
The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at [http://www.asu.edu/catalog](http://www.asu.edu/catalog)

**Electronic Communication**
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct ([http://www.asu.edu/aad/manuals/usi/usii104-01.html](http://www.asu.edu/aad/manuals/usi/usii104-01.html)) and in the University’s Computer, Internet, and Electronic Communications Policy ([http://www.asu.edu/aad/manuals/acd/acd125.html](http://www.asu.edu/aad/manuals/acd/acd125.html)).

**Technological Services and Support**
The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some PDS sites. The following support services are available to support student computing needs.

**Student Purchases:**
Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. ([http://gomobile.asu.edu/](http://gomobile.asu.edu/)) The John Babb Scholarship provides $500 financial reimbursement for qualified students. ([http://gomobile.asu.edu/content/scholarship-info](http://gomobile.asu.edu/content/scholarship-info))

**ASU Campus Classroom Connectivity:**
In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. ([https://docs.google.com/a/asu.edu/#all](https://docs.google.com/a/asu.edu/#all))
Hardware and Software Support:
ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software and operating systems, security, networking, etc. ([http://help.asu.edu/ASU_1to1_Technology_Studio](http://help.asu.edu/ASU_1to1_Technology_Studio)) Virus scan software downloads are available free for students. ([https://webapp3.asu.edu/myapps/](https://webapp3.asu.edu/myapps/)) MyApps provides free software tools, online applications, and information about discounted software for purchase. ([https://webapp3.asu.edu/myapps/](https://webapp3.asu.edu/myapps/))