

Undergraduate Curriculum Committee Minutes

May 02, 2018

Ginger Hall 201

2:00 p.m. – 3:00 p.m.

PLEASE NOTE: All proposals approved by the Undergraduate Curriculum Committee are sent to the Provost for final approval.

Members Voting Online: Julia Finch, Flint Harrelson, Julia Ann Hypes, Tom Kmetz, Shane Shope, and Tim Thornberry.

Tim Thornberry (first responder) made the motion to accept all online proposals.

Members Present: Julia Finch, Flint Harrelson (Tim Thornberry proxy), Julia Ann Hypes, Michael Hypes, Tom Kmetz, Alana Scott, Tim Thornberry

Guests Present: Ric Caric, Dianna Murphy

1. Minutes (online voting)
 - April 04, 2018 Minutes – *approved*
2. Minor Revision to Existing Course (online voting)
 - IST 401 Seminar in International Studies – *approved*
3. Minor Revision to Existing Program (online voting)
 - None
4. New Course or Major Revision to Existing Course (online voting)
 - IST 260 Globalization - *approved*
 - IST 302 Study Abroad for International Studies - *approved*
 - IST 322 Global Ideologies - *approved*
 - IST 323 Global Culture - *approved*
 - IST 325 International Travel and Tourism – *approved*
5. Course Deletion/Suspension/Reinstatement (online voting)
 - None
6. Program or Minor or Certificate Deletion/Reinstatement (online voting)
 - None

FACE-TO-FACE VOTING:

1. Experimental Course
 - None
2. Creation of a Minor or Certificate
 - None
3. Revision of a Minor or Certificate
 - Interdisciplinary and International Studies - *approved*
 - Discussion revealed two minor edits to the proposal:
 - **Remove "Regional" from IST 300**
 - Change IST 345 to GEO 345
 - Michael Hypes made a motion to approve with changes.

- UGCC voted – motion carried.
4. Major Revision of an Existing Program
- Interdisciplinary and International Studies – *approved*
 - Discussion revealed two minor edits to the curriculum map
 - Remove the **“U” designations** – rely on advising for upper division requirements
 - **Change “IST Elective Course” to “Program Elective Course”**
 - Julia Ann Hypes made a motion to approve with changes.
 - UGCC voted – motion carried
5. New Program Proposal
- None
6. Face-to-Face Proposals pulled from Online Voting
- None

Next Scheduled Meeting
TBD



PROGRAM
Major Revision of Existing Program
Undergraduate Curriculum Routing Form
 Revised May 2017

Program: (as listed in current catalog)	Interdisciplinary International Studies
Department: (as listed in current catalog)	History, Philosophy, Politics, International and Legal Studies
College: (as listed in current catalog)	Caudill College of Arts, Humanities and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

If question E1 or E2 in section IV is answered yes, then you (the initiator) must have a representative from Information Technology (GH 201) sign the signature sheet before it is submitted to the department curriculum committee.

N/A () Approved () Disapproved
 Information Technology Resources Are Available (Sign and Print) Date

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.
 Departmental Curriculum Committee

D. Murphy (D. Murphy) (X) Approved () Disapproved
 Department Chair or Associate Dean (Sign and Print) Date

KJ Taylor (Karen Taylor) (X) Approved () Disapproved
 College Curriculum Committee (Sign and Print) Date 4/16/18

John Ernst () Approved () Disapproved
 Dean (Sign and Print) Date 4-18-17

N/A () Approved () Disapproved
 Teacher Ed. Council (if program is a secondary education program) (Sign and Print) Date

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Couch (Laurie Couch) (X) Approved () Disapproved
 Undergraduate Curriculum Committee (Sign and Print) Date 05/02/2018

Steve Ralston (X) Approved () Disapproved
 Vice President for Academic Affairs (Sign and Print) Date 5-7-18

COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

Program: (as listed in current catalog)	Interdisciplinary International Studies
Department: (as listed in current catalog)	History, Philosophy, International and Legal Studies Department
College: (as listed in current catalog)	Caudill College of Arts, Humanities and Social Sciences

Helpful Information:

1. Important Definitions Used in the Curriculum Process

- Area = a program of study comprised of at least 48 hours
- Major = a program of study comprised of at least 30 hours, accompanied by a minor
- Minor = a set of discipline-specific courses of at least 21 hours
- Certificate = a series of courses related to a specific topic or skill with a prescribed number of hours. For additional information contact the Office of Academic Programs at 783-2003 or email undergraduate@moreheadstate.edu.
- Core = a set of required courses taken by all students in a specific Area or Major
- Track = a subset of courses within an area or major designed to develop expertise in a particular topic at the undergraduate level
- Equated courses vs. cross-listed courses = equated courses are courses of identical content that have different prefixes (and are approved through the undergraduate curriculum process), whereas cross-listed courses have the same instructor and are offered at the same time/location.
- Pre-requisite = course(s) that a student must successfully complete prior to registering for a more advanced course.
- Co-requisite = course(s) that a student must take concurrently with another course.

2. An Associate's Degree normally requires at least 60 semester hours including 15 hours of prescribed general education credit.

3. A baccalaureate degree program at the undergraduate level is either an Area or a Major.

4. A program's total credit hours include program core (i.e., courses taken by all students in the program), program supplemental courses (other required hours), and program specific electives. No general education courses or free elective courses count toward total program hours.

5. Curriculum should be designed so that the program's total credit hours plus general education hours and free electives add up to 120 total hours, with 42 of the hours in upper division (i.e., 300- to 400-level) courses.

6. To ensure that students enrolled in a program have common experiences fifty percent (50%) of a program's total credit hours must be made up of core courses.

Examples:

- a. If an Area is designed with 48 hours, then 24 or more of those hours must be in core courses. The rest of the program hours can be other program requirements that vary from student to student.
- b. If a Major is designed with 30 hours, then 15 or more of those hours must be in core courses. The remainder of the major hours can be other program supplemental courses and program specific electives that vary from student to student. The minor is not considered in calculations for this 50% rule.
- c. If a Major has 30 hours and includes tracks, the core must contain at least the same number (or

higher) of hours as the track. For example, a Major could have 15 hours in core, 9 hours in the track, and 6 hours as program electives.

7. Any proposal with a secondary education component must be routed through the Teacher Education Council.
8. Edits to the proposal may be requested at any level of review. Such edits should be made by the originator of the proposal. The originator also may be asked to address questions (in writing or in person) at any level of review.

CHECKLIST

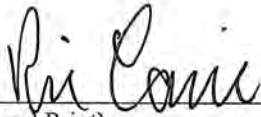
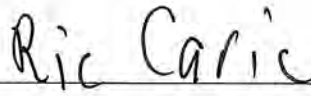
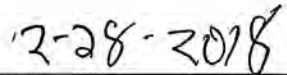
The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.


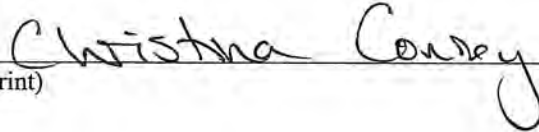
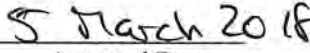
Initiator	Department Curriculum Committee Chair
<input checked="" type="checkbox"/> The curriculum proposal form has not been altered (formatting, font, etc.).	<input checked="" type="checkbox"/>
<input type="checkbox"/> If an Information Technology signature is required, it has been obtained.	<input type="checkbox"/>
<input type="checkbox"/> If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.	<input type="checkbox"/>
<input checked="" type="checkbox"/> Grammar, spelling, punctuation, sentence structure, etc. is accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The title, department, and college names correspond to the current catalog.	<input checked="" type="checkbox"/>
<input type="checkbox"/> The impacted departments, programs, the individuals notified, and the method of notification are listed.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Responses are complete and applicable for each question.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Each course pre-fix, number, and title is consistent with the current undergraduate catalog (or with revisions made in supporting curriculum proposals).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Each course has been reviewed for pre-requisites, co-requisites or testing requirements. There are no hidden pre-requisites, co-requisites, or testing requirements.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The program core contains at least 50% of the total program hours (not including general education and free elective hours)	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The program core does not contain courses that should be listed in other sections of the proposal (i.e. Other Program Required Hours, Program Electives, etc.).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The program has an adequate number of area/major hours (minimum of 48 for area and minimum 30 for major).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The program has at least 42 upper division hours.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> If the program is a major, hours are designated for an accompanying minor.	<input checked="" type="checkbox"/>
<input type="checkbox"/> If the program has tracks, the total track hours do not exceed the total core hours.	<input type="checkbox"/>
<input checked="" type="checkbox"/> The program has a maximum of 120 hours. If not, sufficient rationale is included in the proposal.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The curriculum maps each start on a separate page.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The curriculum map contains the official name of the program and track (if applicable).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The curriculum map contains accurate course prefix, number, and name for each course.	<input checked="" type="checkbox"/>
<input type="checkbox"/> The curriculum map lists General Education courses in the first two years.	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	If the program has tracks, a separate curriculum map is included for each track.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The curriculum map contains EXACTLY the same courses and the same number of credit-hours as the proposal.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The curriculum map does not contain hidden pre-requisites or co-requisites.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The curriculum map codes are accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	If the program has tracks, a separate curriculum map is included for each track.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The total credit hours for each semester are acceptable (full-time, not overload, etc.).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The entire proposal is saved as one Word document.	<input checked="" type="checkbox"/>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

 Originator (Sign and Print) Approval Date

 Department Curriculum Committee Chair (Sign and Print) Approval Date

PROGRAM

Major Revision of Existing Program

The outline below is to be used for program revisions. Each revised or new course included in this program requires a separate "New Course or Major Revision to Existing Course" proposal. *Note: an amended curriculum map must be attached to each "Major Revision of Existing Program" proposal.*

I. EXISTING PROGRAM REVISION
<p>State the current title of the Program (as listed in the current catalog)</p> <p>Interdisciplinary International Studies</p>
<p>List the degree (e.g. Bachelor of Science) and major or area (e.g. Math Major, Biology Area); as listed in the current catalog. Include tracks if applicable (e.g. Bachelor of Arts, Philosophy Major, Religious Studies Track).</p> <p>Bachelor of Arts, Interdisciplinary International Studies</p>
<p>State the proposed revised title of the Program (if applicable)</p> <p>Global Studies</p>
<p>If the degree (e.g. Bachelor of Science) and/or major or area (e.g. Math Major, Biology Area) names are changing, please list them below. Include tracks if applicable.</p> <p>No change here.</p>
<p>CIP Code - <i>Contact your department chair to verify the correct CIP Code information.</i></p> <p>30.2001 International/Global Studies</p>
II. NEED AND JUSTIFICATON
<p>A. Describe the changes and justify what this proposal is requesting; what are you doing and why are you doing it?</p> <p>The International Studies Program is proposing substantial changes in its Major and Minor fields. The core of the proposal is four new or modified required core courses: Globalization (IST 260), Global Culture (IST 323), International Travel and Tourism (IST 325), and Global Environmental Sustainability (GEO 345) that build on our International Culture and Diversity (IST 250) class, follow best practices, focus on global processes and employ perspectives from several disciplines. The IST faculty expects that these courses will increase the appeal of the International Studies (IST) major, be attractive to students looking for second majors and minors, and advance student preparation for employment opportunities here and abroad, law school, graduate school, and secondary teaching (via the MAT program).</p> <p>In developing this proposal, the IST faculty also considered University priorities concerning program length, maintaining progress toward graduation, and the declining income of MSU students. The International Studies major is currently a 42 hour program that requires 9 hours of foreign language, a 1-hour study abroad experience, and a 1-hour internship. The program proposal reduces the major to 33 credit hours by eliminating the internship requirement, reducing the foreign language component from 9 to 6 hours and reducing the elective part of the curriculum from 9 to 3 hours. To facilitate, but not mandate study abroad, the proposal includes the new IST 302 Study Abroad for International Studies course, a 3-hour class, and also requires students to acquire a passport in the required IST 325 International Travel and Tourism class. At the same time, the IST faculty is highly aware of the economic problems of students in Appalachia and finds that making study abroad mandatory precludes a number of students from declaring and completing the major because they cannot afford study abroad. Likewise, current University policy mandates that making study abroad mandatory would require the IST program to provide a viable mechanism for financing the trips. This is something that is well beyond the program's current capacity. Consequently, the IST faculty is proposing that the IST 302 Study Abroad for International Studies, class be included in "Other Program Required Hours." That way, completing a study abroad trip can fulfill a requirement and be promoted as the preferred option by the faculty. At the same time, students will have the option of meeting the "Other Program Required Hours" requirement by electing to take IST 401 Seminar in International Studies.</p> <p>In addition, the IST faculty is proposing four new upper division classes with Globalization (IST 260), Global Culture (IST 323), and International Travel and Tourism (IST 325) being required and Global Ideologies (IST 322) as an elective. All of these classes address topics from global perspectives, integrate materials from several disciplines, and help students comprehend the full range of global economic, political, cultural, and environmental phenomena.</p>

The IST faculty is also committed to a full range of foreign language options for the Major. The revised Major requires six hours of foreign languages. The options of French, Spanish, and World Language classes are listed under "Electives" on the form but listed in a way that indicates them as a requirement. Likewise, the IST faculty has been informed by Ms. Kerry Murphy of the Registrar's Office that the language component will be listed in the catalog as a requirement for the major upon final approval.

Given the emphasis on a multidisciplinary global approach to topics like diversity, culture, globalization, travel and tourism and the environment, the International Studies faculty also proposes to change the name of the major to Global Studies rather than Interdisciplinary International Studies. There are many examples of great universities which use the Global Studies title (University of Chicago, Stanford, UC-Berkeley, etc) just as there are great universities that retain the International Studies name. Our faculty believes that the Global Studies title best captures the intellectual direction of the program, emphasizes the program's distinctiveness, and will help with student recruitment.

B. Have the admission requirements changed? If so, how?

No, there are still no special admission requirements or limitations to enrollment.

C. If a similar program at MSU or in Kentucky exists, provide justification for the duplication.

Other universities in Kentucky offer international or global studies programs fitting for their academic perspectives and regional demographics. It is important that MSU share these efforts to globalize our campus and academic programs. More specifically, we need to develop a Global Studies program that meets the needs of our particular student demographics. Providing our students with a tailored international studies curriculum will better "serve our community and improve the quality of life," which is another stated core value of the University.

III. PURPOSE, GOALS, AND OBJECTIVES

A. What are the goals and objectives of this proposal?

The purpose of the revised program is to clarify the requirements, reduce the excess credit hours, and update the required courses to conform to contemporary practices in International/Global Studies. The goal is to provide students with an appropriately tailored education that prepares them to work within and understand our global community, international cultures and processes of globalization.

B. State the revised program outcomes or competencies to be achieved by students.

These are the same program competencies as before. Thus, for the successful completion of the IST major, students will learn to: 1. appreciate the diversity of people and culture in the world today; 2. gain knowledge of global population and economic trends in various world regions; 3. learn to explain how human activities and cultural forces shape current events; 4. develop and apply interdisciplinary analytical skills; 5. assess and appraise current trends and issues in the globalization of human activity.

C. How do the specific goals and objectives relate to the mission statement of the University?

The proposed Global Studies Program provides students with a greater understanding of the international community in which we live. The primary goal of MSU's mission statement, as identified in the ASPIRE MSU Strategic Plan, is to "Educate students for success in a global environment." The implementation of the revised major will help MSU achieve this goal by providing students with an opportunity to gain the education and skills required to function in the global environment. Students who complete this major will also gain the ability to work with people with a different cultural heritage or ethnicity, which satisfies the third phrase of the ASPIRE MSU Strategic Plan, which is to "promote diversity of people and ideas." This program will also prepare students for employment opportunities that require a greater understanding of international affairs and economic trends.

D. List the methods of program assessment to be used other than course grades to ensure that the desired outcomes or competencies are attained by students. Indicate the frequency of assessment and how results will be made available to program faculty.

1. Items concerning cultural diversity will be incorporated into rubrics for evaluating essay exams, discussion posts, and oral presentations at the 200 level (International Culture and Diversity) and 300 level (International Travel and Tourism).
2. Knowledge of global population and economic trends will be assessed at the 300 and 400 level through objective testing.
3. Items on the environmental impacts of human activity will be placed in rubrics for evaluating essay tests and oral presentations at the 100 (IST 101) and 300 (Global Environmental Sustainability) level.
4. Items on interdisciplinary analytical skills would be incorporated into rubrics for grading essay assignments at the 300 level (Global Culture) and larger-scale research in the 499c capstone.
5. Items on globalization will be incorporated into grading rubrics for IST 101 and the 200 level Globalization class.

Assessment information will be conveyed from each faculty member to the Program Coordinator at the end of every semester and made available in summary form to faculty when assessment results are submitted to the related University office.

E. List discipline-specific standards for accreditation in addition to Southern Association of Colleges and Schools (SACS) accreditation standards. If applicable, attach current statement of

requirements.

There are no additional discipline-specific standards for accreditation.

IV. IMPACT

A. How will the program changes affect transfer students?

The program changes may make it easier for transfer students to make progress to graduation.

B. List all departments and programs that could be impacted by this proposal. For example, any department or program that:

- a. offers required courses for this program**
- b. contains an equated course in this program**
- c. shares staff and/or resources.**

French Minor Program
Spanish Major Programs
Government Programs
History Program

C. Explain the potential impact on the other departments and programs.

The French and Spanish Programs would potentially lose some students in their classes with the reduction of the foreign language requirement from 9 hours to 6 hours.

The Government and History Programs would lose a small percentage of the students in their HST 271 and GOVT 230 classes because of the removal of the requirement for these classes from the major.

D. List the individuals in the other departments and programs notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)

School of Social Sciences and Humanities -- Associate Dean Dianna Murphy (several meetings)
Art and Design Department -- Associate Dean, Dr. Jeanne Petsch (meetings)
School of Business Administration -- Associate Dean, Dr. Greg Russell (e-mail)
History Program-- Dr. Alana Scott, Coordinator (e-mail)
Foreign Languages--Dr. Karen Taylor, Dr. Phillip Krummrich (meetings)
Government Program-- Dr. Jonathan Pidluzny (meetings)
Education Abroad Coordinator--Dr. Kristina DuRocher (meeting)

E. Does this program revision require new technology? Please note that Information Technology (GH 110) should be notified when the program proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.

Yes No (If yes, a representative from Information Technology must sign the signature sheet.)

If yes, please list:

- 1. the software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server based license for the software. (IT does not install individual packages in labs, only server based versions).**

- 2. the type of hardware to be utilized.**

V. PERSONNEL

A. List name(s), qualifications including highest earned degree, and academic rank(s) of departmental faculty who will teach courses in this program.

Full time International Studies Faculty:
Dr. Royal Berglee, Ph.D. Professor of Geography and International Studies
Dr. Ric Caric, Ph.D. Professor of International and Interdisciplinary Studies
Dr. Jason Holcomb, Ph.D., Associate Professor of Geography and International Studies

B. Identify external or adjunct faculty, if appropriate.

None

C. List any additional support personnel (clerical, laboratory assistants, and technicians) needed for implementation.

None

D. List additional faculty including academic rank and qualifications, who must be employed during the next four years if this is implemented.

None

VI. ADDITIONAL INFORMATION**A. Identify the enrollment and number of graduates from this program for the past four years**

IST is a relatively new program at MSU. The program was opened in 2011 and has grown steadily as students become aware of its existence. The main barrier to the growth of this program is the lack of promotion and advertising of its offering. This was identified in the recent 2015 Curriculum Audit. The revisions of the curriculum are also addressing the barriers of the lack of funding for study abroad and the reduction of foreign language offerings at MSU.

Program Majors: Fall 2012 = 8 Fall 2013 = 14 Fall 2014 = 17 Fall 2015 = 23 Fall 2016=16
 Degrees Conferred: 2013 = 1 2014 = 4 2015 = 3 2016 = 8

B. List anticipated enrollment and number of graduates from this program for the next four years.

The projection of student enrollment is to increase as the program becomes more attractive by this revision and upon the increase in the efforts in promotion and awareness by the University. In the next four years the goal would be to exceed 40 majors (upwards to 50) and confer 10-15 degrees or more annually.

C. Explain any additional or remodeled facilities that will be required.

None

D. List any additional equipment required.

None

E. Provide the estimated additional cost required to support this program for the next four years. Identify source of new funds (special legislative request, system reallocation, etc.).

No new or additional costs are required for this program.

VII. PROPOSED PROGRAM REQUIREMENTS

Please use the template below to list all Program courses. To create additional lines, tab while cursor is in the last "Course Hours" field.

Example of different types of entries. Not all programs, minors or certificates will have each type of entry.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
MSU	300	Name of course	3
MSU	400	Name of variable hour course	1-3
Variable		Free Electives	9

General Education

If the Program requires specific general education courses list them here. These courses should NOT have hours listed again in the Program requirements. (e.g. exchange courses, capstone, etc.) Remaining hours should be listed with “variable” as course prefix and “General Education” as course name with the total remaining general education hours in course hours .

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name International	Course Hours
IST	499C	Senior Capstone	3
Variable		Remaining General Education Courses	33

Total General Education Hours	36
--------------------------------------	----

Program Core Hours

Program Core courses must be taken by all students in the program. This section cannot contain options such as “MSU 111 or MSU 112” or “choose 3 hours from the following list”. Any core Track hours should be listed in the Track section.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
IST	101	Introduction to International Studies	3
IST	250	International Culture and Diversity	3
IST	260	Globalization	3
IST	300	World Geography	3
IST	323	Global Culture	3
IST	325	International Travel and Tourism	3
GEO	345	Global Environmental Sustainability	3

Total Program Core Hours (This total should be at least 50% or more of the Total Program Hours; not including general education hours and free elective hours).	21
--	----

Other Program Required Hours

Other Program Required Hours are required program courses with the option of choosing between two specific courses (i.e. “MSU 111 or MSU 112”). Track hours should be listed in the Track section.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
		Choose between the two classes below	
IST	302	Study Abroad for International Studies	3
IST	401	Seminar in International Studies	3

Total Other Program Required Hours	3
---	----------

<i>Program Electives</i>			
Program Electives are a list of required program-related courses from which a student chooses a specific number of hours. (e.g. “choose 3 hours from the following list”). Track electives should be listed in the Track section.			
Choose 9 hours from the following list			
Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
		Choose one among the three classes below	
IST	197	World Languages I	3
SPA	101	Spanish Language and Culture I	3
FRN	101	Beginning French I	3
		Choose one among the three classes below	
IST	198	World Languages II	3
SPA	102	Spanish Language and Culture II	3
FRN	102	Beginning French II	3
		Choose one among the classes listed below	
SPA	201	Intermediate Spanish I	3
FRN	201	Intermediate French	3
POLS	230	Introduction to Comparative Politics	3
POLS	262	U.S. Foreign Policy	3
ART	263	World Arts	3
HST	271	World History Since 1500	3
IST	308	Internship in International Studies	3
IST	315	International Studies Fundamentals	3
IST	316	International Studies Approaches	3
SOC	316	Global Crime and Terrorism	3
POLS	319	Islamic Political Thought	3
GEO	320	Latin America	3

IST	322	Global Ideologies	3
IST	326	Cuba	3
IST	328	Africa	3
POLS	331	Politics of the Middle East and North Africa	3
POLS	337	Politics of Asia	3
POLS	362	Current World Problems	3
IST	383	Asia	3
IST	385	Middle East	3
IST	399	Special Topics in International Studies	3
IST	476	Independent Study	3

Total Program Elective Hours	9
-------------------------------------	----------

IF YOUR PROGRAM DOES NOT HAVE TRACKS, PLEASE PROCEED TO THE FREE ELECTIVE SECTION BELOW.

***Please note: If you need more than two tracks, please contact undergraduate@moreheadstate.edu so that the forms can be revised to fit your needs.**

<i>Program Track Name:</i>			
Please list all Track Requirements			
Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours

Total Track Hours	
--------------------------	--

<i>Program Track Name:</i> Minor			
Please list all Track Requirements			
Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
		Minor	21

Total Track Hours	21
--------------------------	-----------

<i>Free Electives:</i>			
Free General Electives are any course hours still necessary to meet the 120 hour degree requirement after all program requirements are met.			
Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
		30 hours of Free Electives - with 9 hours of Free Electives being 300 level or above to meet the requirement for upper division hours.	

Total Free Elective Hours	30
----------------------------------	-----------

TOTAL DEGREE HOURS (Total degree hours should equal 120 or contain a rationale as to why it cannot).	120
Rationale as to why program exceeds 120 hours (if applicable):	
NA	
If there is a change to the current catalog language for program competencies, admission criteria, standardized testing requirements, etc., please list the NEW catalog language below. Do not list the old catalog language. Do not list the program courses again.	
NA	

Curriculum Map – Global Studies

NOTE: If you are required to complete any developmental courses, you may not be able to complete the degree in four years. This curriculum map assumes that you have not transferred in any previously completed college level courses.

All students must have 36 hours of general education courses that include:

- | | |
|--|---------------------------|
| FYS – First Year Seminar | ENG 100 – Core Writing I |
| COMS 108 – Fund. Of Speech Communication | ENG 200 – Core Writing II |
| MATH 131, 135, 152, 174 or 175 - CORE Math | Capstone |

One 3 credit hour course from each of the following categories

- | | | |
|--------|--------|--------|
| HUM I | SBS I | NSC I |
| HUM II | SBS II | NSC II |

The approved course list may be accessed through the current MSU Undergraduate Catalog.

FIRST YEAR COURSE SCHEDULE

	Fall Semester	Code	Credits		Spring Semester	Code	Credits
✓	FYS 101 First Year Seminar	G	3	✓	ENG 200 Core Writing II	G	3
	ENG 100 Core Writing I	G	3		MATH Core Gen-Ed Course	G	3
	COMS 108 Fund. of Speech	G	3		NSC I Gen-Ed Course	G	3
	SBS I Gen-Ed Course	G	3		Free Elective	E	3
	HUM 1 Gen-Ed Course	G	3		IST 101 Introduction to International Studies	R	3
			15		Total Credit Hours		15

SECOND YEAR COURSE SCHEDULE

	Fall Semester	Code	Credits		Spring Semester	Code	Credits
✓	IST 250 International Culture & Diversity	R	3	✓	Free Elective Course	E	3
	SP 101 Spanish Language and Culture II or FRN 101 Beginning French I or IST 197 World Languages I	E	3		IST 260 Globalization	R	3
	NSC II Gen-Ed Course	G	3		SBS II Gen-Ed Course	G	3
	Free Elective Course	E	3		HUM II Gen-Ed Course	G	3
	Free Elective Course	E	3		SP 102 Spanish Language and Culture II or FRN 102 Beginning French II or IST 198 World Languages II	R	3
			15		Total Credit Hours		15

THIRD YEAR COURSE SCHEDULE

	Fall Semester	Code	Credits		Spring Semester	Code	Credits
✓	IST 323 Global Culture	RU	3	✓	IST 325 International Travel and Tourism	R	3
	Free Elective Course	E	3		IST 300 World Geography	R	3
	Free Elective Course	E	3		Free Elective Course	E	3
	Minor Requirement Course	M	3		Minor Requirement Course	M	3
	Minor Requirement Course	M	3		IST 302 Study Abroad for International Studies or IST 401 Seminar in International Studies	R	3
			15		Total Credit Hours		15

FOURTH YEAR COURSE SCHEDULE

	Fall Semester	Code	Credits		Spring Semester	Code	Credits
✓	Minor Requirement Course	M	3	✓	IST 499C Senior Capstone Course	G	3
	GEO 345 Global Environmental Sustainability	R	3		Program Elective Course	R	3
	Free Elective Course	E	3		Free Elective Course	E	3
	Free Elective Course	E	3		Minor Requirement Course	M	3
	Minor Requirement Course	M	3		Minor Requirement Course	M	3
			15		Total Credit Hours		15

- | | | |
|-------------------|------------------------------|--|
| (E) Elective, | (G) General Education Course | (S) Supplemental |
| (P) Pre-requisite | (R) Required Course | (U) Upper Division Course 300-400 level (you must have 42 hour |



MINOR or CERTIFICATE
Revision of a Minor or Certificate
Undergraduate Curriculum Routing Form
 May 2017

Minor or Certificate: (as listed in current catalog)	Interdisciplinary International Studies Minor
Department: (as listed in current catalog)	History, Philosophy, Politics, International and Legal Studies
College (as listed in current catalog)	Caudill College of Arts, Humanities and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.

Departmental Curriculum Committee (Sign and Print) _____ Date _____

D. Murphy (D. Murphy) Approved () Disapproved _____
 Department Chair or Associate Dean (Sign and Print) _____ Date _____

KJ Taylor (Karen Taylor) Approved () Disapproved _____
 College Curriculum Committee (Sign and Print) _____ Date *4/16/18*

John Ernst Approved () Disapproved _____
 Dean (Sign and Print) _____ Date *4-17-18*

N/A () Approved () Disapproved _____
 Teacher Ed. Council (if a secondary education program) (Sign and Print) _____ Date _____

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Couch *Laurie Couch* Approved () Disapproved _____
 Undergraduate Curriculum Committee (Sign and Print) _____ Date *05/02/2018*

Scott Ralston Approved () Disapproved _____
 Vice President for Academic Affairs (Sign and Print) _____ Date *5-7-18*

COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

Program: (as listed in current catalog)	Interdisciplinary International Studies Minor
Department: (as listed in current catalog)	History, Philosophy, Politics, International and Legal Studies
College: (as listed in current catalog)	Caudill College of Art, Humanities, and Social Sciences

Helpful Information:

1. Important Definitions Used in the Curriculum Process
 - Minor = a set of discipline-specific courses of at least 21 hours
 - Certificate = a series of courses related to a specific topic or skill with a prescribed number of hours. For additional information contact the Office of Academic Programs at 783-2003 or email undergraduate@moreheadstate.edu.
 - More than 50% of certificate credit hours must be 300 level or above and students must have a major on file.
 - Certificate program must be completed in less than one academic year and must be completed in less than 30 credit hours.
 - Completion of a certificate does not replace a minor for program completion.
 - Equated courses vs. cross-listed courses = equated courses are courses of identical content that have different prefixes (and are approved through the undergraduate curriculum process), whereas cross-listed courses have the same instructor and are offered at the same time/location.
 - Pre-requisite = course(s) that a student must successfully complete prior to registering for a more advanced course.
 - Co-requisite = course(s) that a student must take concurrently with another course.
2. Any proposal with a secondary education component must be routed through the Teacher Education Council.
3. The initiator is responsible for tracking a proposal through the approval process.
4. Edits to the proposal may be requested at any level of review. Such edits should be made by the originator of the proposal. The originator also may be asked to address questions (in writing or in person) at any level of review.


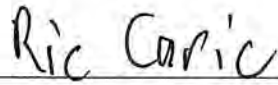
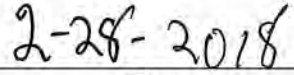
CHECKLIST

The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.




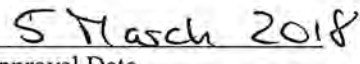
The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

Initiator	Department Curriculum Committee Chair
<input checked="" type="checkbox"/> The curriculum proposal form has not been altered (formatting, font, etc.).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Grammar, spelling, punctuation, sentence structure, etc. is accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The title, department, and college names correspond to the current catalog.	<input checked="" type="checkbox"/>
<input type="checkbox"/> If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.	<input type="checkbox"/>
<input checked="" type="checkbox"/> The impacted departments, programs, the individuals notified, and the method of notification are listed.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Responses are complete and applicable for each question.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Each course pre-fix, number, and title is consistent with the current undergraduate catalog (or with revisions made in supporting curriculum proposals).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Each course has been reviewed for pre-requisites, co-requisites or testing requirements. There are no hidden pre-requisites, co-requisites, or testing requirements.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> If the proposal is a certificate, more than 50% of the credit hours are 300 level or above.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> If the proposal is a certificate, the proposal includes language that students must have a major on file.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> If the proposal is a certificate, there is language that the program must be completed in less than one academic year.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> If the proposal is a certificate, it contains less than 30 credit hours.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> If the proposal is a certificate, there is language in the proposal to indicate that it does not replace a minor for program completion.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The entire proposal is saved as one Word document.	<input checked="" type="checkbox"/>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

Originator (Sign and Print) Approval Date

Department Curriculum Committee Chair (Sign and Print) Approval Date

MINOR OR CERTIFICATE

Revision of a Minor or Certificate Form

The outline below is to be used for the revision of a minor or certificate. Any new course included in this minor or certificate requires a separate "New Course or Major Revision to Existing Course" proposal. A new minor or certificate should use the "Creation of a Minor or Certificate" form.

Revision of a Minor

Revision of a Certificate

- More than 50% of certificate credit hours must be 300 level or above and students must have a major on file.
- Certificate program must be completed in less than one academic year and must be completed in less than 30 credit hours.
- Completion of a certificate does not replace a minor for program completion.

I. MINOR OR CERTIFICATE REVISION INFORMATION

State the current title of the Minor or Certificate (as listed in the current catalog)

Interdisciplinary International Studies Minor

State the proposed revised title of the Minor or Certificate (if applicable)

Global Studies Minor

CIP Code

30.2001

Contact your department chair or associate dean to verify the correct CIP code information.

II. NEED AND JUSTIFICATION

A. Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document.

The primary objective of this proposal is to establish a program core for the International Studies Minor that is consistent with the revised major being proposed. The minor field for this program badly needs revision. For some reason, the current minor was formulated in such a way that it does not align at all with the curriculum for the current major. Indeed, required classes in the current major like IST 250 (International Cultural Diversity), IST 315 (International Studies Fundamentals), and IST 316 (International Studies Approaches) are not listed as counting for the minor at all, even as electives. As a result, students get confused and advisers have had to scramble to provide substitutes. The IST faculty believes that this significant misalignment of the minor discourages students from signing up for the current IST minor. In this context, the IST faculty proposes a revised minor field that is closely coordinated with the proposed major. The minor requires IST 101 (Introduction to International Studies), IST 250 (International Cultural Diversity), and IST 260 (Globalization), as well as the full range of 300 level classes proposed for the major (IST 300 World Geography, IST 323 Global Culture, and IST 325 International Travel and Tourism). These classes are updated to reflect developments in the field and are designed to bring a higher degree of cohesion to the minor. Another element of consistency with the proposed major is changing the title from International Studies Minor to Global Studies Minor.

B. Have admission requirements and/or limitations on enrollment changed? Yes No
If so, how?

C. If there is a similar program at MSU or in Kentucky, provide justification for the duplication

International/Global Studies minors are often associated with a program major. Other universities in Kentucky offer various types of international programs fitting for their academic perspectives and campus environment. It is important that MSU share these efforts to internationalize our campus and academic programs. The outcome of providing our students with an Global Studies education is intended to better "serve our community and improve the quality of life," which is another stated core value of the University.

III. GOALS AND OBJECTIVES

A. Has the purpose of the program changed? Yes No
If so, how?

B. What are the goals and objectives of this proposal?

The purpose of the revised program is to simplify the requirements and update the required courses to conform to contemporary objectives in Global Studies. The goal is to provide students with an appropriate educational experience to

prepare them with a working understanding of our global economy, international and global cultures and globalization processes more generally.

C. State the revised program outcomes or competencies to be achieved by students.

Program outcomes include: 1. appreciate the diversity of people and culture in the world today; 2. gain knowledge of global population and economic trends in various world regions; 3. understand how human activities and cultural forces shape current events; 4. develop and apply interdisciplinary analytical skills; 5. assess and appraise current trends and issues in the globalization of human activity.

D. How do the specific goals and objectives relate to the mission statement of the University?

Global Studies provides students with a greater understanding of our international community in which we live. The primary goal of MSU's mission statement, as identified in the ASPIRE MSU Strategic Plan, is to "Educate students for success in a global environment." The implementation of the revised IST minor will help MSU achieve this goal by providing students with an opportunity to gain the education and skills required to function in the global environment. Students who complete this major will also gain the ability to work with people with a different cultural heritage or ethnicity, satisfying the third phrase of the ASPIRE MSU Strategic Plan, which is to "promote diversity of people and ideas." This program will also prepare students for employment opportunities that require a greater understanding of international affairs, global culture, and economic trends.

E. List the methods of program assessment to be used other than course grades to ensure that the desired outcomes or competencies are attained by students. Indicate the frequency of assessment and how results will be made available to program faculty.

1. Items concerning cultural diversity will be incorporated into rubrics for evaluating essay exams, discussion posts, and oral presentations at the 200 level (International Culture and Diversity) and 300 level (International Travel and Tourism).
2. Knowledge of global population and economic trends will be assessed at the 300 and 400 level through objective testing.
3. Items on the environmental impacts of human activity will be placed in rubrics for evaluating essay tests and oral presentations at the 100 (IST 101) and 300 (Global Environmental Sustainability) level.
4. Items on interdisciplinary analytical skills would be incorporated into rubrics for grading essay assignments at the 300 level (Global Ideologies) and larger-scale research in the 499c capstone.
5. Items on globalization will be incorporated into grading rubrics for IST 101 and the 200 level Globalization class.

Assessment information will be conveyed from each faculty member to the Program Coordinator at the end of every semester and made available in summary form to faculty when assessment results are submitted to the related University office.

IV. IMPACT

A. How will the program changes affect transfer students?

These changes will make it easier for transfer students to complete this program.

B. List all departments and programs that could be impacted by this proposal. For example, any department that:

- a. offers required courses for this program
- b. contains an equated course in this program
- c. shares staff and/or resources.

Where the elective list for the IST Major was updated in the program revision for 2015, the elective list for the IST Minor seemed to have been ignored and now includes many classes that are no longer taught.

C. Explain the potential impact on the other departments and programs.

The impact will be negligible. The current number of IST minors is not known, but it can't be more than 10 or 15 which is not enough students to have a significant impact when spread across so many programs that have courses listed as electives for the minor. Foreign Language faculty had a concern about the lack of a foreign language requirement in the proposed minor. But the IST faculty believes that their concerns are best addressed by the proposal as currently formulated. In relation to Spanish majors, they will be taking Spanish classes and will not need to take further language classes in the context of an Global Studies minor. Likewise, students who are taking a Global Studies minor as an adjunct to their major field are not necessarily interested in international careers and therefore don't have career-oriented needs for foreign language study. Indeed, these students may be discouraged from enrolling in the Global Studies minor if there is a foreign language requirement. At the same time, the IST faculty has seen several cases where students make the transition from being a minor to signing up as a major or double major. In those cases, students would be required to take 6 hours of foreign language as part of the proposed Global Studies major. Indeed, the IST faculty believes that making the minor more coherent and attractive will add to the number of IST majors and thus provide additional students for foreign language classes.

D. List the individuals in the other departments and programs notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.).

Dr. Dianna Murphy, Associate Dean of the School of Humanities and Social Sciences in the Caudill College (the unit which includes the programs in which most IST minors would take classes-- Government, History, Legal Studies,

Philosophy, Sociology, and Criminology) (meetings)
 Dr. Kristina DuRocher, Interim Director of Education Abroad (meetings)
 Dr. Karen Taylor and Dr. Phillip Krummrich of Foreign Languages (meetings)
 Dr. Jeanne Petsch (Associate Dean of the School of Creative Arts) (meeting)
 Dr. Alana Scott, History, e-mail
 Dr. Jonathan Pudluzny, Government, conversation.

E. Will this change impact personnel resources? Yes No **If so, how?**

V. ADDITIONAL INFORMATION

A. Please list enrollment and number of students completing the minor/certificate for the past four years.

This information is not available for the current International Studies Minor -- estimated enrollment is 10-15 students.

A. Anticipated enrollment and number of graduates from this program for the next four years.

- Anticipated enrollment is to increase from 15 to 30 in the next four years.

B. Explain and include a cost for any additional or remodeled facilities that will be required as a result of the change.

None

C. List and provide a cost for any additional equipment required.

No expenses entailed

D. State the desired implementation date for the minor or certificate.

Fall 2019

VI. PROPOSED PROGRAM REQUIREMENTS

Please use the template below to list all Program courses. To create additional lines, tab while cursor is in the last "Course Hours" field.

Example of different types of entries. Not all programs, minors or certificates will have each type of entry.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
MSU	300	Upper level course	3
MSU	400	Variable hour course	1-3
		Free Electives	9

List each specific course required in the minor or certificate. To create additional lines, place the cursor in the last "Course Hours" field and tab.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
IST	101	Introduction to International Studies	3
IST	250	International Culture and Diversity	3
IST	260	Globalization	3
IST	300	World Geography	3
IST	323	Global Culture	3
IST	325	International Travel and Tourism	3
GEO	345	Global Environmental Sustainability	3



COURSE
New Course or Major Revision to Existing Course
Undergraduate Curriculum Routing Form
 Revised May 2017

Course: (if revision, as listed in current catalog)	327 IST 325 International Travel and Tourism	Per Registrar's Office - 325 is invalid. Change to 327
Department: (as listed in current catalog)	History, Philosophy, Politics, International and Legal Studies	
College: (as listed in current catalog)	Caudill College of Arts, Humanities, and Social Sciences	

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

If question F1 or F2 in section V is answered yes, then you (the initiator) must have a representative from Information Technology (GH 201) sign the signature sheet before it is submitted to the department curriculum committee.

N/A Approved Disapproved
 Information Technology Resources Are Available (Sign and Print) _____ Date _____

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.
 Departmental Curriculum Committee _____

D. Murphy (D. Murphy) Approved Disapproved
 Department Chair or Associate Dean (Sign and Print) _____ Date _____

KJ Taylor Karen Taylor Approved Disapproved
 College Curriculum Committee (Sign and Print) _____ Date 4/16/18

John Ernst John Ernst Approved Disapproved
 Dean (Sign and Print) _____ Date 4-27-18

N/A Approved Disapproved
 Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print) _____ Date _____

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Couch Laurie Couch Approved Disapproved
 Undergraduate Curriculum Committee (Sign and Print) _____ Date 05/02/2018

Steve Bolton Approved Disapproved
 Vice President for Academic Affairs (Sign and Print) _____ Date 5-7-18

COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

Course: (as listed in current catalog)	IST 325 International Travel and Tourism
Department: (as listed in current catalog)	History, Philosophy, Politics, International and Legal Studies
College: (as listed in current catalog)	Caudill College of Arts, Humanities, and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

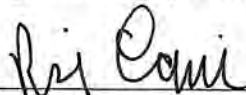
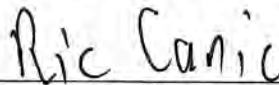
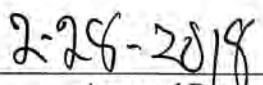
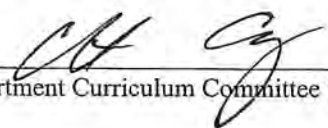

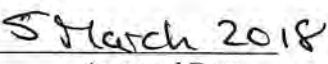
The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

Initiator		Department Curriculum Committee Chair
<input checked="" type="checkbox"/>	The curriculum proposal form has not been altered (formatting, font, etc.).	<input checked="" type="checkbox"/>
<input type="checkbox"/>	If an Information Technology signature is required, it has been obtained.	<input type="checkbox"/>
<input type="checkbox"/>	If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Grammar, spelling, punctuation, sentence structure, etc. is accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The course title, department, and college names correspond to the current catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Course teaching workload, formula, and semesters taught are specified.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The course description EXACTLY matches the course description stated in the syllabus.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The impacted departments, programs, the individuals notified, and the method of notification are listed.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Responses are complete and applicable for each question.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	If the course requires the use of live animals, the IACUC form is attached.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus starts on a separate page.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a heading to reflect "Morehead State University" as well as college, school, and/or department.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the course title and course number (exactly as listed in the proposal).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the academic term with date.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the instructor's name.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the office location.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the instructor's office phone number and office hours schedule.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the email address and URL for the instructor's personal web site, if applicable.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the revised course description and it exactly matches the course description	<input checked="" type="checkbox"/>

	on the proposal. If there is no revision to the course description, it exactly matches the course description in the current catalog.	
<input checked="" type="checkbox"/>	The syllabus contains the intended student learning outcomes related to program objectives as specified in the catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the methods by which the achievement of each student learning outcome listed on the syllabus will be measured. List each activity and the assessment method for that activity. For example: 1. Students will write a term paper; scored by a rubric; or 2. Students will complete an exam; objective test.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a week by week or day by day course calendar with specific content, assignments and/or exams highlighted.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a grading description and distribution (please be very specific).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a course attendance policy (please be very specific and ensure compliance with UAR 131.01).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following Campus Safety Statement: Campus Safety Statement Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: http://www.moreheadstate.edu/emergency/	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following academic honesty policy: Academic honesty: All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following policy for accommodating students with disabilities: Americans with Disabilities Act (ADA) Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability .	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The entire proposal is saved as one Word document.	<input checked="" type="checkbox"/>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

 Originator (Sign and Print)	 Ric Canic	 2-28-2018 Approval Date
 Department Curriculum Committee Chair (Sign and Print)	 Christina Conroy	 5 March 2018 Approval Date

COURSE

New Course or Major Revision to Existing Course

This outline is to be used when a new course is proposed or when a major change is proposed to an existing course. If you are preparing a *new* experimental course/workshop proposal, please use the New Experimental Course/Workshop form. This outline is not to be used for General Education Courses. Refer to the General Education web site.

I. COURSE INFORMATION

- The course title can only be 30 characters.
- The following are definitions of terms related to courses:
 - **Petition required** – requires permission from the Department Chair to enroll in a section of the course.
 - **Equated** – two different courses with the same content at the same level with different prefixes.
 - **Restricted** – program admission is required and/or must have Department Chair approval.
 - **Formula** – (3-0-3) = instruction hours – lab hours – credit hours

This is a **New Course** **Revised Course**

Course Name <small>(as listed in the current catalog)</small>	Course prefix <small>(Example: ENG)</small>	Number <small>(Example: 100)</small>	Title <small>(Example: Writing I)</small>	Formula <small>(Example: 3-0-3)</small>	Faculty Load <small>(Contact your Department Chair or Dean's Office for assistance)</small>	Intended Terms Offered <small>(Example: Fall/Spring)</small>
	IST	325	International Travel and Tourism	3-0-3	3	Spring

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)

Interdisciplinary International Studies

This is a **required course.** This is an **elective course.**

Course Description *Course description exactly as it will appear in the catalog and as it appears on the sample syllabus. Include pre-requisites/co-requisites, petition requirements, course equations, restrictions and term(s) offered. Example: XYZ 288. Guidelines for a New Course. (3-0-3) Fall and Spring; petition required. A study of the impact of technology on individuals, society, and the environment. Equated with RUL 288.*

IST 325 International Travel and Tourism (3-0-3) A general survey of the dynamics of the global travel and tourism industry.

II. PURPOSE, GOALS AND OBJECTIVES

A. What are the goals and objectives of the proposal? Explain why you are proposing a new course or why and how you are revising a current course.

This class is being proposed as an elective course in a major area of contemporary International Studies for the revised International Studies major. International travel and tourism is a major part of the economy in many parts of the world, involves a highly differentiated set of government agencies, multinational corporations, and local businesses, and has an important impact on local, national, and global cultures. This class will examine the interdisciplinary literature concerning international travel and tourism while also preparing students for international travel themselves.

B. Justify the proposed instructional level (100-600) or instructional level change.

The upper level designation supports the advanced readings, concepts, and knowledge of how to approach this subject from an academic perspective that can provide an increased understanding of international issues. The Geographic Information System (GIS) exercise requires basic math and academic skills usually gained in lower level General Education courses.

C. List the student learning outcomes for the course.

1. Identify the key components and requirements of the travel and tourism industry.
2. Explain the differences and main elements of the supply side and the demand side of tourist.
3. Determine the main methods forecasting demand and the types of employment available.
4. Analyze the relationship between the tourism industry and the environment.
5. Identify the requirements for international travel, including types of visas, and passport requirements.

D. Describe how those student learning outcomes will be assessed. List each activity and the assessment method for that activity. For example: 1. Students will write a term paper; scored by a rubric; **or** 2. Students will complete an exam; objective test.

1. Students will take a section exam and answers concerning components and requirements of the travel industry will be scored through a rubric.
2. Students will take a section exam in which they will be asked questions concerning the supply and demand side of tourism and

those questions will be scored through a rubric.

3. Students will be assigned a project where they will identify a data set and execute a GIS program. That project will be graded.
4. Students will take a section exam where they will be asked questions concerning the relationship between the tourism industry and the environment. The questions will be graded using a rubric.
5. Identify the requirements of international travel. Students will taken an exam on these requirements, the exam will be graded, and they will be required to obtain a passport.

E. Define how the course helps students to achieve learning objectives required for the program.

Program objectives are:

1. Appreciate the diversity of people and culture in the world today.

This course helps students achieve these learning objectives by assigning readings, projects, and exams on travel and tourism in several different societies.

2. Gain knowledge of global population and economic trends in various world regions.

Tourism is a big part of the economy in many of the world's regions and the class will address supply and demand issues and evaluate student understanding of those economic issues.

3. Understand how human activities and cultural forces shape current events. Tourism is a major part of culture and the class will examine the way that the tourist industry shapes culture, the economies of many countries, and other kinds of events. These will be among the items evaluated in exams and project evaluations.

4. Develop and apply interdisciplinary analytical skills. Readings will be assigned from sociology, anthropology, and other disciplines. The development of analytical skills will be a continual focus of the class.

5. Assess and appraise current trends and issues in the globalization of human activity. The tourist industry is a major force in promoting globalization as well as a major beneficiary of globalization. Studying travel and tourism is an important way to address globalization.

F. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

1. MSU's mission is to "educate students for success in a global environment." The global economic business networks require international travel. This course will help prepare students to be successful in their international experiences.

2. Morehead State University pursues "diversity of people and ideas." Diversity of both ideas and people is exemplified by the aspect of travel and tourism. People travel internationally for many different reasons. In doing so they will interact with and encounter a diversity of people and ideas. One of the objectives of tourism is to experience the diversity of people and ideas.

3. Morehead State University has a responsibility to serve its service region in eastern Kentucky. This course will help students understand the dynamics of the tourism industry on an international scale that can be translated into helping understand the opportunities and issues of developing the tourism industry for eastern Kentucky.

III. IMPACT

A. List any existing course(s) that will be replaced by the proposed/revised course.

None

B. List the degree to which course duplicates or overlaps other courses now offered at MSU and justification for any duplication.

None

C. List departments and programs that could be impacted by this proposal. For example, any department that:

- a. Requires the course
- b. Has an equated course
- c. Shares staff and/or resources.

None

D. List the individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.

No contact was necessary

V. PERSONNEL

A. List names, qualifications including the highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.

Royal Berglee, Ph.D., Professor of Geography and International Studies

Jason Holcomb, Ph.D., Associate Professor of Geography and International Studies

Ric Caric, Ph.D. Professor of International and Interdisciplinary Studies

B. Identify external adjunct faculty, if appropriate.

V. ADDITIONAL INFORMATION

A. Desired section size and anticipated enrollment.

25

B. Desired implementation date for the course.

Spring 2020

C. Method of instruction (online, lecture, laboratory, individualized, etc.).

Lecture or Online

D. Additional facilities and special equipment needs for this course, if any.

None Needed

E. Use of library resources

It is recommended that you contact a library liaison prior to completing this section to determine what resources and services are available to support the course.

• **Does the course require library resources to support specific class assignments or supplemental reading?** Yes No

• **Do the library services and resources presently available meet student needs for the course?** Yes No

If not, what library acquisitions are being proposed to meet essential needs?

F. Does this course require new technology?

Please note that Information Technology (GH 110) should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.

Yes (If yes, you must have a representative from Information Technology review the proposal and sign the signature sheet.)

No

If yes, please list:

1. the software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server-based license for the software. (IT does not install individual packages in labs, only server-based versions).

2. the type of hardware to be utilized.

G. Does this course involve the use of live animals? Yes No

If so, include the approval form from the associated Institutional Animal Care and Use Committee (IACUC).

H. Please include a sample syllabus (must start on new page). *All elements on the syllabus checklist must be included on the sample syllabus* (syllabus checklist attached).

- Proposals for all Teacher Education courses (including content courses that typically have 50% more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process
- The teacher education syllabi must contain these elements: the theme for MSU's Teacher Education Program; CAEP* themes; any additional EPSB themes; and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp). Further information and models are provided at <http://www.moreheadstate.edu/education/>.
- *The College of Education (CoE) is NCATE accredited. NCATE and TEAC have combined to form CAEP, a new national accrediting organization. Educator Preparation Programs, including the CoE at MSU are in the process of transitioning from NCATE to CAEP and as such, we are working to transition to align our programs with CAEP standards and requirements in anticipation of our next accreditation

visit in 2018, at which time we will fall fully under CAEP standards and guidelines. For more information on CAEP and the new accreditation process, please see www.caepnet.org.

IST 325: International Travel & Tourism

Morehead State University

Caudill College of Arts, Humanities, and Social Sciences

School of Humanities and Social Sciences

Department of History, Philosophy, Politics, International and Legal Studies

Spring 2020

Professor Royal Berglee, PhD -- r.berglee@moreheadstate.edu

346 Rader Hall, Office Phone 783-2454, HPPIL Department: 783-2807

Office Hours: Mon, Wed, Thurs & Fri-2 11:30-12:15, Other times by appointment

Catalog Course Description: IST 325: International Travel & Tourism (3-0-3) -- A general survey of the dynamics of the global travel and tourism industry.

Course Introduction:

The travel and tourism industry is expanding in many countries around the world, which makes it increasingly important to understanding of the components of the industry and the system within which it operates. Travel is an important element in economic changes, human socio-cultural activities and environmental development in our world today. The travel and tourism industry embraces nearly all aspects of our society. Tourism is related to many other academic subjects within International Studies and is an integral element in connecting the diversity of human cultures and activities on the planet.

For future personnel working within travel, tourism and hospitality, it is essential that they have a comprehensive understanding of the fundamental principles of tourism and the characteristics that differentiate tourism from other industries and fields of study. The impacts of tourism development and planning for sustainable tourism development will also constitute an important part of the curriculum for this course.

The main aim of this course is to introduce students to travel and tourism and to discuss in detail the fundamental ideas that distinguish the difference between tourism and the need for travel for other purposes. The two are often interrelated and support one another.

Required Course Materials:

1. Andrew Holden, *Tourism Studies and the Social Sciences* (Routledge, 2006).
2. Jennie German Molze, *Travel Connections: Tourism, Technology, and Togetherness in a Mobile World* (Routledge, 2012),
3. L. Kaifa Roland, *Cuba Color in Tourism and La Lucha* (Oxford, 2011).
4. Suzy Hansen, *Notes on a Foreign Country: An American Abroad* (Farrar, Straus and Giroux, 2017).

Student Learning Outcomes, Activities, and Assessments: Activities, assignments and course activities may include groups or teams to work together to complete required work. By the end of this course, the student should be able to:

1. **Identify** the key components and requirements of the travel and tourism industry
Activity: Read the textbook, observe lecture presentation, and discuss in class
Assessment: Students will take a section exam and answers concerning components and requirements of the travel industry will be scored through a rubric.
2. **Explain** the differences and main elements of the supply side and the demand side of tourism
Activity: A. Read the textbook, observe lecture presentation, and discuss in class
B. Be able to identify and explain the supply and demand sides in a world location
Assessment: Students will take a section exam in which they will be asked questions concerning the supply and demand side of tourism and those questions will be scored through a rubric

3. **Determine** the main methods forecasting demand and the types of employment available
Activity: A. Read the textbook, observe the presentation, and discuss in class
 B. Identify a data set from world location and execute a GIS program illustrating findings
Assessment: Students will be assigned a project where they will identify a data set and execute a GIS program.
 That project will be graded with a rubric.
4. **Analyze the relationship between the tourism industry and the environment**
 Students will take a section exam where they will be asked questions concerning the relationship between the tourism industry and the environment. The questions will be graded using a rubric.
5. **Identify the requirements for international travel, including types of visas, and passport requirements**
Assessment: A. Successful completion of exam over visas and requirements for international travel
 B. Students will obtain a passport or be quizzed using a rubric over the procedures to obtain one

Students will be exposed to the fundamental truths about tourism

- (1) The tourism industry consumes resources, creates waste and has specific infrastructure needs.
- (2) As a consumer of resources, tourism has the ability to over-consume resources.
- (3) Tourism is a resource dependent industry and must compete for scarce resources to ensure its survival.
- (4) Tourism is dominated by the private sector with investment decisions based on maximizing profits.
- (5) Tourism is a multi-faceted industry which is almost impossible to control.
- (6) Tourists are consumers and the economics of the industry fall into an entertainment category.
- (7) Tourism generates income by importing clients rather than exporting products.

Course Outline and Grading: To best manage the material and provide the maximum opportunity for comprehension, the course work for the semester will include projects, exams and daily/weekly assignments. Some of the work will be completed in groups or teams and others will be individualized. There may be sectional exams over selected material. and a final exam. There will be no taking exams or quizzes more than once and all exam scores will count toward the final grade. Each student is expected to read and review the assigned readings before coming to class.

All student grades will be based on the following grading criteria

A = 90%-100% B = 80%-89% C = 70%-79% D = 60%-69% E = 0-59%

This course utilizes class time to present multimedia material addressing issues in travel and tourism. Attendance is expected and required. Attendance will be recorded on a regular basis. Class quizzes may be given at random times. Make-up work will be provided to students who have excused absences.

Assessment Activities	Description
<u>Exams</u> Sectional Exams Final Exam	Five mixed-format exams will be given in class covering information from the text and in-class presentations.
<u>Projects</u> Supply and Demand Project Landscape and Gaze Project Environmental Impact Project Passport and Visas Exercise	Each project will include a varied number of exercises or activities -- either as an individual or as a group or team.
<u>In-class Activities and Quizzes</u> Will vary depending upon semester activities, time line and current affairs. Total point values or individual point values will vary with exercise.	Regular activities and quizzes will be conducted in class to reinforce or apply the concepts. Some are individual quizzes and others will be group or team activities. Point value varies. Attendance will be required.

MSU Attendance Policy (*MSU Undergraduate Catalog*)

Prompt and regular class attendance, being essential to the learning experience, is the responsibility of all students. Students missing class because of legitimate reasons must consult with the instructor concerning the absence, preferably beforehand. Legitimate absences do not excuse the student from class responsibilities.

Course Policy on Attendance and Late Work: Attendance is considered a requirement for this class to meet course objectives. Students will lose **FIVE (5) points per unexcused absence. All students missing class because of a legitimate excused absence (usually with written documentation or for participating in a MSU event) can make up missed work (often by completing an alternative exercise).** Please notify the instructor in advance if you are not able to make it to class due to a legitimate absence and make arrangements to make up the missed work. If you are absent and miss work, it can only be made up upon the instructor's approval. Unless previous arrangements have been made to take a late exam or a late assignment, the instructor is under no obligation to allow for a late exam or late work to be made up. Please contact the instructor if you have questions concerning your progress. Students taking make-up exams may be given a different exam than the one given during the scheduled exam time.

Attendance Note: Discussion and student questions are welcome. To meet course objectives class material will be presented with the support of multi-media presentations. As a student, you are responsible for your attendance during these class sessions. To increase learning, you are advised to read the lessons before class and make attendance and good note taking a high priority.

Study Suggestion: It is important that you read your textbook to gain the necessary understanding of the material. *Read the material before attending class.* This will aid in comprehending class information, lecture material, class discussions and prepare for quizzes or exams. The textbook was specially designed for this course and had been proven to be highly effective in conveying the critical information required to understand the geographic concepts of world regional geography.

Academic Dishonesty: All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.

Americans with Disabilities Act (ADA)

Students with disabilities are entitled to academic accommodations and services to support their access and safety needs. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188, e.day@moreheadstate.edu, or visit their website at www.moreheadstate.edu/disability for more information.

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: www.moreheadstate.edu/emergency.

MSU Blackboard System

The utilization of the MSU Blackboard system will be announced in class and used as needed throughout the semester. .

First Day Assignment:

Make sure you have a textbook and are enrolled in Blackboard



**Please turn your
cell phones OFF
during all class
sessions.**

Student opportunities in study abroad programs and for academic options in International Studies: MSU has Bachelor of Arts Degree in International Studies and a program Minor in International Studies. For Study Abroad opportunities contact the MSU Study Abroad Office in 350 Rader Hall or your professor.

CCSA (Cooperative Center for Study Abroad) is an MSU affiliate that provides study abroad opportunities for students in countries where English is the main language (Internet web site: www.ccsa.cc). Summer and winter programs are usually 3-4 weeks and are available for college credit.

KIIS (Kentucky Institute for International Studies) is an MSU affiliate that provides study abroad opportunities for students in countries where English is not the main language, though courses are taught in English (Internet web site: www.kiis.org/go/). Programs are usually 3-4 weeks and are available for college credit.

The Magellan Exchange Program provides an opportunity for students to study and take part in longer term study abroad opportunities in another country at an affordable cost. Semester-long programs and internships are provided in a number of countries around the world. <http://www.magellanexchange.org/>

Additional international study opportunities are available through the MSU exchange with China and other countries. Contact the International Study office in Rader Hall 350 for more information.

Tentative Schedule of Classes

Week One

1. Introduction to Class
2. Andrew Holden, *Tourism Studies and the Social Sciences* (Routledge, 2006), 7-39.

Week Two

1. Holden, 40-60, class materials on blackboard.
2. Holden, 83-105. class materials on blackboard

Week Three

1. Holden, 105-135, class materials on blackboard.
2. Exam 1

Week Four

1. Jennie German Molze, *Travel Connections: Tourism, Technology, and Togetherness in a Mobile World* (Routledge, 2012), 1-17.
2. Supply and Demand Project Due, Group Exercises.

Week Five

1. Molze, *Travel Connections*, 17-38, class materials on blackboard.
2. Molze, *Travel Connections*, 38-61, class materials on blackboard

Week Six

1. Molze, *Travel Connections*, 61-83, class materials on blackboard.
2. Exam 2.

Week Seven

1. Molze, *Travel Connections*, 83-110; Landscape and Gaze Project Due.
2. L. Kaifa Roland, *Cuba Color in Tourism and La Lucha* (Oxford, 2011), 1-20, class materials on blackboard

Week Eight

Semester Break

Week Nine

1. Roland, 20-44, 64-86; class materials on blackboard.
2. Caribbean Connections Project Due, class activities

Week Ten

1. Exam 3.
2. Suzy Hansen, *Notes on a Foreign Country: An American Abroad* (Farrar, Straus and Giroux, 2017), 3-29; class materials on blackboard

Week Eleven

1. Hansen, 29-69, Class Materials on Blackboard
2. Environmental Impact Project Due.

Week Twelve

1. Hansen, 161-190; class materials on blackboard.
2. Hansen, Finish

Week Thirteen

1. Exam 4.
2. Tourism in the Middle East Project, group activities

Week Fourteen

1. Molz, 110-135; class materials on blackboard
2. Molz, 135-160; class materials on blackboard

Week Fifteen

1. The Tourist Experience Project, class activities
2. Exam 5

Sharri Lynn Jones

From: Ric Caric
Sent: Tuesday, May 1, 2018 10:55 AM
To: Sharri Lynn Jones
Subject: Re: Ineligible Numbers for the IST Proposals

That's okay.

Ric

From: Sharri Lynn Jones
Sent: Tuesday, May 1, 2018 10:43:35 AM
To: Ric Caric
Cc: Kerry Ann Murphy; Laurie L. Couch
Subject: Ineligible Numbers for the IST Proposals

Ric,

I have been advised that the IST 302 and IST 325 are not a valid course numbers (they have previously been used). Would you be ok with the proposed IST 302 changing to IST 309 and the proposed IST 325 becoming IST 327?

Thanks.

Sharri Jones
Administrative Assistant to Assoc. VP Undergraduate Education and Student Success
204 Howell-McDowell Administration Bldg.
Morehead, KY 40351
606-783-2003
sh.jones@moreheadstate.edu

NOTICE OF CONFIDENTIALITY: This email, including any attachments, is intended only for the use of the individual or entity to which it is addressed and may contain confidential information that is legally privileged and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, you are notified that any review, use, disclosure, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please contact the sender by reply e-mail and destroy all copies of the original message.



COURSE
New Course or Major Revision to Existing Course
Undergraduate Curriculum Routing Form
 Revised May 2017

Course: (if revision, as listed in current catalog)	IST 323 Global Culture
Department: (as listed in current catalog)	Department of History, Philosophy, Politics, International, and Legal Studies
College: (as listed in current catalog)	Caudill College of Arts, Humanities, and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

If question F1 or F2 in section V is answered yes, then you (the initiator) must have a representative from Information Technology (GH 201) sign the signature sheet before it is submitted to the department curriculum committee.

N/A () Approved () Disapproved
 Information Technology Resources Are Available (Sign and Print) Date

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.
 Departmental Curriculum Committee

D. Murphy (D. Murphy) (X) Approved () Disapproved
 Department Chair or Associate Dean (Sign and Print) Date

K Taylor Karen Taylor (X) Approved () Disapproved
 College Curriculum Committee (Sign and Print) Date 4/16/18

John Ernst John Ernst () Approved () Disapproved
 Dean (Sign and Print) Date 4-17-18

N/A () Approved () Disapproved
 Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print) Date

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Couch Laurie Couch (X) Approved () Disapproved
 Undergraduate Curriculum Committee (Sign and Print) Date 05/02/2018

Steve Ralston (X) Approved () Disapproved
 Vice President for Academic Affairs (Sign and Print) Date 5-7-18

COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

Course: (as listed in current catalog)	IST 323 Global Culture
Department: (as listed in current catalog)	Department of History, Philosophy, Politics, International, and Legal Studies
College: (as listed in current catalog)	Caudill College of Arts, Humanities, and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

Initiator		Department Curriculum Committee Chair
<input checked="" type="checkbox"/>	The curriculum proposal form has not been altered (formatting, font, etc.).	<input checked="" type="checkbox"/>
<input type="checkbox"/>	If an Information Technology signature is required, it has been obtained.	<input type="checkbox"/>
<input type="checkbox"/>	If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Grammar, spelling, punctuation, sentence structure, etc. is accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The course title, department, and college names correspond to the current catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Course teaching workload, formula, and semesters taught are specified.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The course description EXACTLY matches the course description stated in the syllabus.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The impacted departments, programs, the individuals notified, and the method of notification are listed.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Responses are complete and applicable for each question.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	If the course requires the use of live animals, the IACUC form is attached.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus starts on a separate page.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a heading to reflect "Morehead State University" as well as college, school, and/or department.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the course title and course number (exactly as listed in the proposal).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the academic term with date.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the instructor's name.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the office location.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the instructor's office phone number and office hours schedule.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the email address and URL for the instructor's personal web site, if applicable.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the revised course description and it exactly matches the course description	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	on the proposal. If there is no revision to the course description, it exactly matches the course description in the current catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the intended student learning outcomes related to program objectives as specified in the catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the methods by which the achievement of each student learning outcome listed on the syllabus will be measured. List each activity and the assessment method for that activity. For example: 1. Students will write a term paper; scored by a rubric; or 2. Students will complete an exam; objective test.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a week by week or day by day course calendar with specific content, assignments and/or exams highlighted.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a grading description and distribution (please be very specific).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a course attendance policy (please be very specific and ensure compliance with UAR 131.01).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following Campus Safety Statement: Campus Safety Statement Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: http://www.moreheadstate.edu/emergency/	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following academic honesty policy: Academic honesty: All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following policy for accommodating students with disabilities: Americans with Disabilities Act (ADA) Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability .	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The entire proposal is saved as one Word document.	<input checked="" type="checkbox"/>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

Ric Conni Ric N. Conni 2-28-2018
Originator (Sign and Print) Approval Date

Christina Conroy 5 March 2018
Department Curriculum Committee Chair (Sign and Print) Approval Date

COURSE

New Course or Major Revision to Existing Course

This outline is to be used when a new course is proposed or when a major change is proposed to an existing course. If you are preparing a *new* experimental course/workshop proposal, please use the New Experimental Course/Workshop form. This outline is not to be used for General Education Courses. Refer to the General Education web site.

I. COURSE INFORMATION

- The course title can only be 30 characters.
- The following are definitions of terms related to courses:
 - **Petition required** – requires permission from the Department Chair to enroll in a section of the course.
 - **Equated** – two different courses with the same content at the same level with different prefixes.
 - **Restricted** – program admission is required and/or must have Department Chair approval.
 - **Formula** – (3-0-3) = instruction hours – lab hours – credit hours

This is a **New Course** **Revised Course**

Course Name <small>(as listed in the current catalog)</small>	Course prefix <small>(Example: ENG)</small>	Number <small>(Example: 100)</small>	Title <small>(Example: Writing I)</small>	Formula <small>(Example: 3-0-3)</small>	Faculty Load <small>(Contact your Department Chair or Dean's Office for assistance)</small>	Intended Terms Offered <small>(Example: Fall/Spring)</small>
	IST	323	Global Culture	3-0-3	3	Fall

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)
Interdisciplinary International Studies

This is a **required course.** This is an **elective course.**

Course Description Course description *exactly as it will appear in the catalog and as it appears on the sample syllabus.* Include pre-requisites/co-requisites, petition requirements, course equations, restrictions and term(s) offered. Example: XYZ 288. Guidelines for a New Course. (3-0-3) Fall and Spring; petition required. A study of the impact of technology on individuals, society, and the environment. Equated with RUL 288.
IST 323 (3-0-3) Global Culture. A study of the history, institutions, values, and rituals of global culture.

II. PURPOSE, GOALS AND OBJECTIVES

A. What are the goals and objectives of the proposal? Explain why you are proposing a new course or why and how you are revising a current course.

The purpose of this course is to examine the global culture that has developed rapidly over the last 25 years. The course will provide students an opportunity to learn about the diverse historical roots, corporate influences, icons, values, and rituals of global culture while also developing an understanding of the complex relations between global culture and indigenous culture, local traditions, nationalism, and religious fundamentalism.

B. Justify the proposed instructional level (100-600) or instructional level change.

A course addressing Global Culture is appropriate for the advanced undergraduate level because students will have already developed a base of knowledge on cultural diversity through IST 250, International Cultural Diversity. Students will be equipped with the learning tools necessary for advanced understanding and analysis of global ideas and theories. Likewise, they will be prepared to write a research paper.

C. List the student learning outcomes for the course.

1. Comprehend the ways in which different elements of global culture fit into common patterns;
2. Analyze the ways in which historical, political, and economic dynamics work to shape global culture;
3. Assess the impact of global culture on environmental debates, social reform movements, and global citizenship;
4. Augment interdisciplinary analytical skills;
5. Expand research skills in international studies.

D. Describe how those student learning outcomes will be assessed. List each activity and the assessment method for that activity. For example: 1. Students will write a term paper; scored by a rubric; **or**

2. Students will complete an exam; objective test.

1. Comprehend the ways in which different elements of global culture fit into common patterns.
Activity: Read book chapters, watch films, and listen to videos on global cultural genres (e.g., hip hop).
Assessment: Students will complete short exam; objective test.
2. Analyze the ways in which historical, political, and economic backgrounds work to shape global culture.
Activity: Readings on historical, political, and economic backgrounds of global culture.

Assessment: Student presentations, scored by rubric.

3. Assess the impact of global culture on environmental debates, social reform movements, and global citizenship.

Activity: Student projects on impact of global culture.

Assessment: Short essay, scored by rubric.

4. Augment interdisciplinary analytical skills.

Activity: Reading materials and discussion of different disciplinary perspectives on global culture.

Assessment: Take-home essay exam, scored by rubric.

5. Expand research skills in international studies.

Activity: Perform research on global culture.

Assessment: Research paper, scored by rubric.

E. Define how the course helps students to achieve learning objectives required for the program.

1. "Gaining knowledge of other cultures, languages and institutions will be achieved through reading assignments on the institutions, icons, values, and roots of global culture, preparation for the take-home essay exam, and the research paper.
2. "Understanding how historical and cultural backgrounds shape modern events" will be achieved through course reading on the historical roots of global culture, class discussion, answering" hypothetical questions on the exam, and research papers.
3. "The evaluation of the strengths and weaknesses of multiple perspectives" will be achieved through reading assignments from multiple disciplines, class discussion, and writing assignments on debates within global culture, indigenous perspectives, nationalism, and fundamentalism.
4. "Develop interdisciplinary analytical skills" will be achieved through reading the interdisciplinary literature on global culture and doing the research paper.
5. "Assess current political and economic changes" is an important dimension of all writing on global culture and skills in such assessment will be developed through course reading assignments, the essay exam, and the research paper.

F. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

- a. Morehead State University pursues "academic excellence." Academic excellence is entailed by the objective of "augmenting interdisciplinary analytical skills" in relation to a wide variety of cultural materials. Students will be developing these skills through reading, class discussion, exams, and research papers.
- b. MSU's mission is to "educate students for success in a global environment." Because "Global Culture" requires students to understand cultural practices, ideals, and rituals from across the globe, the class contributes greatly to student preparation for global environments.
- c. Morehead State University pursues "diversity of people and ideas." IST 323, Global Culture," investigates diversity of people and ideas" through the study of global culture in relation to indigenous, local, and national cultures as well as religious fundamentalism.
- d. Morehead State University engages in scholarship. Part of expanding "interdisciplinary analytical skills" for IST 323, Global Culture will involve executing an original research project on a topic connected with globalization.

III. IMPACT

A. List any existing course(s) that will be replaced by the proposed/revised course.

None

B. List the degree to which course duplicates or overlaps other courses now offered at MSU and justification for any duplication.

No Duplication

C. List departments and programs that could be impacted by this proposal. For example, any department that:

- a. Requires the course
- b. Has an equated course
- c. Shares staff and/or resources.

No impact on other programs.

D. List the individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.

No contact needed.

V. PERSONNEL

A. List names, qualifications including the highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.

Royal Berglee, PhD, Professor of Geography and International Studies

Ric Caric, PhD, Professor of International and Interdisciplinary Studies

B. Identify external adjunct faculty, if appropriate.

None

V. ADDITIONAL INFORMATION

A. Desired section size and anticipated enrollment.

25

B. Desired implementation date for the course.

Fall 2019

C. Method of instruction (online, lecture, laboratory, individualized, etc.).

Lecture and online

D. Additional facilities and special equipment needs for this course, if any.

None

E. Use of library resources

It is recommended that you contact a library liaison prior to completing this section to determine what resources and services are available to support the course.

- Does the course require library resources to support specific class assignments or supplemental reading? Yes No

- Do the library services and resources presently available meet student needs for the course? Yes No Revised to "Yes" - see

If not, what library acquisitions are being proposed to meet essential needs? attached email.

F. Does this course require new technology?

Please note that Information Technology (GH 110) should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.

Yes (If yes, you must have a representative from Information Technology review the proposal and sign the signature sheet.)

No

If yes, please list:

1. the software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server-based license for the software. (IT does not install individual packages in labs, only server-based versions).
2. the type of hardware to be utilized.

G. Does this course involve the use of live animals? Yes No

If so, include the approval form from the associated Institutional Animal Care and Use Committee (IACUC).

H. Please include a sample syllabus (must start on new page). *All elements on the syllabus checklist must be included on the sample syllabus* (syllabus checklist attached).

- Proposals for all Teacher Education courses (including content courses that typically have 50% more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process
- The teacher education syllabi must contain these elements: the theme for MSU's Teacher Education Program; CAEP* themes; any additional EPSB themes; and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp). Further information and models are provided at <http://www.moreheadstate.edu/education/>.
- *The College of Education (CoE) is NCATE accredited. NCATE and TEAC have combined to form CAEP, a new national accrediting organization. Educator Preparation Programs, including the CoE at MSU are in the process of transitioning from NCATE to CAEP and as such, we are working to transition

to align our programs with CAEP standards and requirements in anticipation of our next accreditation visit in 2018, at which time we will fall fully under CAEP standards and guidelines. For more information on CAEP and the new accreditation process, please see www.caepnet.org.

IST 323: GLOBAL CULTURE

Morehead State University
Caudill College of Arts, Humanities, and Social Sciences
School of Humanities and Social Sciences
Department of History, Philosophy, Politics, International and Legal Studies
Fall 2019

IST 323 Global Culture. (3-0-3); I, A study of the history, institutions, values, and rituals of global culture

Instructor: Professor Ric N. Caric

Email: r.caric@moreheadstate.edu

Office: Rader Hall 308 Office Phone: 783-2144

Dept. Phone: 783-2655 (Rader Hall 354D)

Office Hours: M-Th 3:15-4:30 and Fri by appt.

1. Comprehend the ways in which different elements of global culture fit into common patterns
Activity: Read book chapters, watch films, and listen to videos on global cultural genres (e.g., hip hop).
Assessment: Students will complete short exam; objective test.
2. Analyze the ways in which historical, political, and economic backgrounds work to shape global culture.
Activity: Readings on historical, political, and economic backgrounds of global culture
Assessment: Student presentations, scored by rubric
3. Assess the impact of global culture on environmental debates, social reform movements, and global citizenship.
Activity: Student projects on impact of global culture
Assessment: Short essay, scored by rubric
4. Augment interdisciplinary analytical skills.
Activity: Reading materials and discussion of different disciplinary perspectives on global culture
Assessment: Take-home essay exam, scored by rubric
5. Expand research skills in international studies
Activity: Perform research on global culture
Assessment: Research paper, scored by rubric

Course Texts:

Course textbooks will be supplemented by a variety of movies, online sources, and reserve items.

1. Toby Miller, *The Routledge Companion to Global Popular Culture* (Taylor and Francis, 2017).
2. Nayan Chanda, *Bound Together: How Traders, Preachers, Adventurers, and Warriors Shaped Globalization* (Caravan, 2007).
3. Sujatha Fernandes, *Close to the Edge: In Search of the Global Hip Hop Generation*, Verso, 2011.

Other Media & Activities:

We will see a number of videos that are designed to provide different approaches to understanding the complex issues involved in global popular culture. Everyone is responsible for information from these sources, which will be included in discussion and exams.

Course Requirements.

- | | |
|----------------------|-----|
| 1. Five Worksheets | 25% |
| 2. Take-home exam | 20% |
| 3. Research Proposal | 10% |

4. Annotated Bibliography	10%
5. Research Paper, First Draft	15%
6. Research Paper, Second Draft	20%

Rationalizations, Options, and Specifications:

1. Class Attendance. Class attendance is mandatory. Speaking and listening in class are important for student understanding in international studies. Students will carry most classroom discussion and should be prepared when they come to class. Assignments should be read, questions formulated, and positions developed on relevant issues.

The instructor must be notified of all absences in advance. Students are subject to a deduction of 2.5 points from the final grade for each time they are absent without prior notification.

Students who notify the professor of absences in advance and have four absences or fewer will suffer no penalty for their absence. Students who notify the professor and have more than four absences owe the professor a five-page paper for each four absences on a topic to be mutually decided upon. Each extra paper will count seven points and students who do an extra paper will have their grades figured on a scale of 107 rather than 100. Students who do two extra papers will have their grades figured on a scale of 114 points, etc.

2. All papers must be word-processed and students are expected to turn in both online and paper copies. Computers are available at the library and other campus sites. Those students who have their papers typed for them are responsible for turning their papers in on time.

3. Late Papers: Extensions will be granted on exams if the student consults with the instructor before class time on the day the paper is due. With consultation, all excuses will be accepted. Without consultation, no excuse or reason is acceptable and the paper will be docked 5 points for every day it is late.

4. Grading. Grades on take-home essay exams will be given on a scale ranging from 0-100. Those exams which receive 90-100 points will be given an "A," those receiving 80-89 points will receive a "B," etc.

90-100: Exams receiving this grade must possess one or more qualities of excellence, including accuracy, thoroughness, comprehension of several points of view, originality of viewpoint. Exams receiving grades over 95 must combine several of these qualities.

80-89: Exams receiving this grade must demonstrate, at a minimum, a good, solid knowledge of the writings relevant to the question. Exams in this range will be expected to have more mistakes than exams in the 90-100 range, but not enough for the professor to conclude that the student does not understand the material. In determining a grade within this range, the professor will weigh considerations of accuracy and knowledge of the material in relation to any qualities of excellence in the paper.

70-79: Exams receiving this grade must demonstrate significant knowledge of the writings relevant to the question even if the student struggles in putting together concepts to summarize an argument, applying the argument to a hypothetical, or developing their own comparisons and evaluations. Grades within this range are also applied to exams that show a good knowledge of Women's Studies writings but do not address one or more sub-questions.

60-69: Exams receiving this grade must demonstrate some knowledge of the texts relevant to the exam. However, exams in this grade will include mistakes of such magnitude that the professor will judge that the student's knowledge of the relevant texts is poor.

0-59 Exams receiving a grade in this range demonstrate almost no knowledge of the relevant course materials, fail to address a question from this particular exam, or fail to address several sub-questions. This is a failing grade.

5. Extra Credit. The surest way to earn extra credit is show steady improvement on assignments over the

course of the semester. Those who show steady improvement (and come to class) will have their grade on the final exam count as the grade for the whole class. A second way to earn extra credit is to attend FYS and other types of campus events over the course of the semester. Students can also gain extra credit through class participation. Students can earn up to 10 points of extra credit through a combination of class participation and attending events.

6. **Campus Safety Statement:** Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event that evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evaluation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

7. **Academic Honesty:** Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. The policy is located at <http://www.morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>. For example: copying information from the internet is plagiarism when appropriate credit is not given.

8. **Americans with Disabilities Act (ADA).** Students with disabilities are entitled to academic accommodations and services to support their access and safety needs. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188, e.day@moreheadstate.edu, or visit their website at www.moreheadstate.edu/disability for more information.

Course Schedule

- Week 1**
- A. Introduction to Class,
 - 1. "Sitting on the Dock of the Bay," Playing for Change, <https://www.youtube.com/watch?v=Es3Vsfzdr142ppXJqyPM8w>
 - 2. Sonita, "Brides for Sale," <https://www.youtube.com/watch?v=n65w1DU8cGU>
 - 3. Tata Pound, "Kolonafill," <https://www.youtube.com/watch?v=i3haccd4caY>
 - B. Nayan Chanda, *Bound Together: How Traders, Preachers, Adventurers, and Warriors Shaped Globalization*, Caravan, 2007, 1-35.
- Week 2**
- A. Worksheet Due
 - B. Chanda, *Bound Together*, 35-100.
 - C. Vox, "40 Maps That Explain the Internet," <https://www.vox.com/a/internet-maps>; *Wikipedia*, Taylor Swift World Tour: https://en.wikipedia.org/wiki/The_1989_World_Tour; Global Markets for Film: Giuseppe Richeri. Università della Svizzera Italiana, <http://journals.sagepub.com/doi/pdf/10.1177/2059436416681576>
- Week 3**
- A. Worksheet Due
 - B. Chanda, *Bound Together*, 100-174.
- Week 4**
- A. Post Exam.
 - B. Miller, *The Routledge Companion to Global Popular Culture*, 1-10, 45-52, 103-119, 137-148.
 - C. Bruce Forbes, "Mickey Mouse as Icon: Taking Popular Culture Seriously," *Icons of Culture* (Vol 23, No. 3, Summer 2003.)"

- Week 5** A. Exam Due
B. *Routledge Companion*, 149-159, 187-207.
- Week 6** A. *Routledge Companion*, 207-244.
B. Hancock, Drunk Heroism Scene, <https://www.youtube.com/watch?v=E-MOzwWySaQ>
C. *The Green Mile*, "I'm Tired," <https://www.youtube.com/watch?v=NcTxf8zoErc>
D. Worksheet Due
- Week 7** A. Research Proposals Due
B. Proposal Presentations
- Week 8** A. *Routledge Companion*, 268-308.
B. Shakira, "Hips Don't Lie," <https://www.youtube.com/watch?v=OZUzX4kbtDU>
C. Gladiator, "Ending Scene," https://www.youtube.com/watch?v=CA_N_QVxbKg
D. The Last Kingdom, Theme Music, <https://www.youtube.com/watch?v=NY0rlYxA0bE>
- Week 9** A. Annotated Bibliographies Due.
B. Bombay Cinema, Australian Nationalism, Brazilian Popular Culture:
Routledge Companion, 366-375.
C. Geoffrey Gurrumul Yunupingu, <https://www.youtube.com/watch?v=x8-YMpYbRqY>
- Week 10** A. Sujatha Fernandes, *Close to the Edge: In Search of the Global Hip Hop Generation*,
Verso, 2011, 1-79.
B. Jah Verity, "Mali Bamako," <https://www.youtube.com/watch?v=mVIdVwk69A>
Oumou Sangare, Jazz Festival in France, <https://www.youtube.com/watch?v=7pR1z5mST4E>
C. Worksheet Due.
- Week 11** A. Fernandes, *Close to the Edge*, 79-147.
B. Worksheet Due
- Week 12** Fernandes, *Close to the Edge*, 147-193.
- Week 13** A. First Draft of Research Papers Due.
B. Presentations on Research Papers
- Week 14** Work on Research Papers, Consultations with Professor.
- Week 15** Final Drafts Due.

Sharri Lynn Jones

From: Ric Caric
Sent: Tuesday, May 1, 2018 11:22 AM
To: Sharri Lynn Jones
Subject: Re: Library Resources for IST 322 and IST 323

I meant "Yes," and indeed the library does have sufficient resources. How should I correct that?

RNC

From: Sharri Lynn Jones
Sent: Tuesday, May 1, 2018 11:10:33 AM
To: Ric Caric
Subject: Library Resources for IST 322 and IST 323

Ric,

In the section titled Additional Information, question E, you have indicated "NO" on the question "Do the library services and resources presently available meet student needs for the course?"

Did you mean this as "no" – if so, there should have been additional information in the next section.

Sharri Jones
Administrative Assistant to Assoc. VP Undergraduate Education and Student Success
204 Howell-McDowell Administration Bldg.
Morehead, KY 40351
606-783-2003
sh.jones@moreheadstate.edu

NOTICE OF CONFIDENTIALITY: This email, including any attachments, is intended only for the use of the individual or entity to which it is addressed and may contain confidential information that is legally privileged and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, you are notified that any review, use, disclosure, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please contact the sender by reply e-mail and destroy all copies of the original message.



COURSE
New Course or Major Revision to Existing Course
Undergraduate Curriculum Routing Form
 Revised May 2017

Course: (if revision, as listed in current catalog)	IST 322 Global Ideologies
Department: (as listed in current catalog)	History, Philosophy, Politics, International and Legal Studies
College: (as listed in current catalog)	Caudill College of Arts, Humanities, and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

If question F1 or F2 in section V is answered yes, then you (the initiator) must have a representative from Information Technology (GH 201) sign the signature sheet before it is submitted to the department curriculum committee.

N/A () Approved () Disapproved
 Information Technology Resources Are Available (Sign and Print) Date

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.
 Departmental Curriculum Committee

D. Murphy (D. Murphy) () Approved () Disapproved
 Department Chair or Associate Dean (Sign and Print) Date

K Taylor (Karen Taylor) (X) Approved () Disapproved
 College Curriculum Committee (Sign and Print) Date 4/16/18

John Ernst () Approved () Disapproved
 Dean (Sign and Print) Date 4-17-18

N/A () Approved () Disapproved
 Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print) Date

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Couch Laurie Couch (X) Approved () Disapproved
 Undergraduate Curriculum Committee (Sign and Print) Date 05/02/2018

Steve Riston (X) Approved () Disapproved
 Vice President for Academic Affairs (Sign and Print) Date 5-7-18

COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

Course: (as listed in current catalog)	IST 322 Global Ideologies
Department: (as listed in current catalog)	History, Philosophy, Politics, International and Legal Studies
College: (as listed in current catalog)	Caudill College of Arts, Humanities, and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

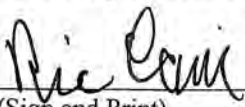
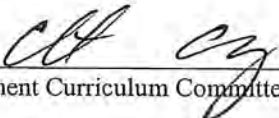
The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

Initiator		Department Curriculum Committee Chair
<input checked="" type="checkbox"/>	The curriculum proposal form has not been altered (formatting, font, etc.).	<input checked="" type="checkbox"/>
<input type="checkbox"/>	If an Information Technology signature is required, it has been obtained.	<input type="checkbox"/>
<input type="checkbox"/>	If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Grammar, spelling, punctuation, sentence structure, etc. is accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The course title, department, and college names correspond to the current catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Course teaching workload, formula, and semesters taught are specified.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The course description EXACTLY matches the course description stated in the syllabus.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The impacted departments, programs, the individuals notified, and the method of notification are listed.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Responses are complete and applicable for each question.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	If the course requires the use of live animals, the IACUC form is attached.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus starts on a separate page.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a heading to reflect "Morehead State University" as well as college, school, and/or department.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the course title and course number (exactly as listed in the proposal).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the academic term with date.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the instructor's name.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the office location.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the instructor's office phone number and office hours schedule.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the email address and URL for the instructor's personal web site, if applicable.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the revised course description and it exactly matches the course description	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	on the proposal. If there is no revision to the course description, it exactly matches the course description in the current catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the intended student learning outcomes related to program objectives as specified in the catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the methods by which the achievement of each student learning outcome listed on the syllabus will be measured. List each activity and the assessment method for that activity. For example: 1. Students will write a term paper; scored by a rubric; or 2. Students will complete an exam; objective test.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a week by week or day by day course calendar with specific content, assignments and/or exams highlighted.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a grading description and distribution (please be very specific).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a course attendance policy (please be very specific and ensure compliance with UAR 131.01).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following Campus Safety Statement: Campus Safety Statement Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: http://www.moreheadstate.edu/emergency/	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following academic honesty policy: Academic honesty: All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following policy for accommodating students with disabilities: Americans with Disabilities Act (ADA) Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability .	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The entire proposal is saved as one Word document.	<input checked="" type="checkbox"/>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

	Ric Caric	2-28-2018
Originator (Sign and Print)		Approval Date
	Christina Conroy	5 March 2018
Department Curriculum Committee Chair (Sign and Print)		Approval Date

COURSE

New Course or Major Revision to Existing Course

This outline is to be used when a new course is proposed or when a major change is proposed to an existing course. If you are preparing a *new* experimental course/workshop proposal, please use the New Experimental Course/Workshop form. This outline is not to be used for General Education Courses. Refer to the General Education web site.

I. COURSE INFORMATION

- The course title can only be 30 characters.
- The following are definitions of terms related to courses:
 - **Petition required** – requires permission from the Department Chair to enroll in a section of the course.
 - **Equated** – two different courses with the same content at the same level with different prefixes.
 - **Restricted** – program admission is required and/or must have Department Chair approval.
 - **Formula** – (3-0-3) = instruction hours – lab hours – credit hours

This is a **New Course** **Revised Course**

Course Name (as listed in the current catalog)	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)
	IST	322	Global Ideologies	3-0-3	3	Fall

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)
Interdisciplinary International Studies

This is a **required course.** This is an **elective course.**

Course Description Course description *exactly as it will appear in the catalog and as it appears on the sample syllabus.* Include pre-requisites/co-requisites, petition requirements, course equations, restrictions and term(s) offered. Example: XYZ 288. Guidelines for a New Course. (3-0-3) Fall and Spring; petition required. A study of the impact of technology on individuals, society, and the environment. Equated with RUL 288.

IST 322 Global Ideologies (3-0-3). A study of the most important social, political, religious, environmental, and cultural ideas circulating in the global community.

II. PURPOSE, GOALS AND OBJECTIVES

A. What are the goals and objectives of the proposal? Explain why you are proposing a new course or why and how you are revising a current course.

The purpose of this course is to examine social, political, environmental, and cultural theories circulating in global communities. The course will provide students an opportunity to learn about neo-liberalism, anti-globalism, cosmopolitanism, and other ideas associated with the global economy, global culture, and global politics. The class will also examine ideas connected to global social and political movements like feminism, democratization, gay rights, populist authoritarianism, patriarchy, and religious fundamentalism.

B. Justify the proposed instructional level (100-600) or instructional level change.

A course addressing Global Ideologies is appropriate for the advanced undergraduate level because students will have already developed a base of knowledge about their discipline and an introductory understanding of neo-liberalism, nationalism, feminism, and dependency theory. Students will be equipped with the learning tools necessary for advanced understanding and analysis of global ideas and theories. Likewise, they will be prepared to write a research paper.

C. List the student learning outcomes for the course.

1. Comprehend ideas from different societies;
2. Analyze the ways in which historical and cultural backgrounds shape global ideas;
3. Augment interdisciplinary analytical skills;
4. Assess the current distribution and impact of global ideas in economics, politics, culture, the environment, and the like;
5. Expand research skills in international studies.

D. Describe how those student learning outcomes will be assessed. List each activity and the assessment method for that activity. For example: 1. Students will write a term paper; scored by a rubric; **OR**

2. Students will complete an exam; objective test.

1. Comprehend ideas from different societies.
 Activity: Read book chapters and books on ideologies in different societies.
 Assessment: Students will complete short exam; objective test.
2. Analyze the ways in which historical and cultural backgrounds shape global ideas.

Activity: Readings on historical and cultural backgrounds of global ideas.

Assessment: Student presentations, scored by rubric.

3. Augment interdisciplinary analytical skills.

Activity: Reading materials and discussion of different disciplinary perspectives on global ideologies.

Assessment: Take-home essay exam, scored by rubric.

4. Assess the current distribution and impact of global ideas in economics, politics, culture, and the environment.

Activity: Student projects on distribution and impact of ideas.

Assessment: short essay, scored by rubric.

5. Expand research skills in international studies.

Activity: Perform research on global ideologies.

Assessment: Research paper, scored by rubric.

E. Define how the course helps students to achieve learning objectives required for the program.

1. Gaining knowledge of other cultures, languages and institutions will be achieved through reading assignments, preparation for the take-home essay exam, and the research paper.
2. Understanding how the historical and cultural backgrounds shape modern events will be achieved through course reading, class discussion, answering hypothetical questions on the exam, and research papers.
3. The evaluation of the strengths and weaknesses of multiple perspectives in the analysis of globalization and the issues connected with globalization will be achieved through reading assignments associated with multiple disciplines, class discussion and writing assignments.
4. "Develop interdisciplinary analytical skills" will be achieved through reading the interdisciplinary literature on globalization and doing the research paper.
5. "Assess current political and economic changes" is an important dimension of all writing on global ideologies and skills in such assessment will be developed through course reading assignments, the essay exam, and the research paper.

F. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

- a. Morehead State University pursues "academic excellence." Academic excellence is entailed by the objective of "augmenting interdisciplinary analytical skills" in relation to cultural, economic, political, and sociological materials. Students will be developing these skills through reading, class discussion, exams, and research papers.
- b. MSU's mission is to "educate students for success in a global environment." Because "Global Ideologies" requires students to comprehend ideas from across the globe, the class contributes to student preparation for global environments.
- c. Morehead State University pursues "diversity of people and ideas." In IST 322, Global Ideologies," investigates diversity of people and ideas" in depth in relation to the objective of analyzing "how historical and cultural backgrounds shape modern events." Through analysis of how global economic, political, cultural, and social ideas shape and are shaped by highly varied conditions, this class strongly contributes to the understanding of diversity.
- d. Morehead State University engages in scholarship. Part of expanding "interdisciplinary analytical skills" for IST 322, Global Ideologies will involve executing an original research project on a topic connected with globalization.

III. IMPACT

A. List any existing course(s) that will be replaced by the proposed/revised course.

None

B. List the degree to which course duplicates or overlaps other courses now offered at MSU and justification for any duplication.

None

C. List departments and programs that could be impacted by this proposal. For example, any department that:

- a. Requires the course
- b. Has an equated course
- c. Shares staff and/or resources.

None

D. List the individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)

None

V. PERSONNEL

A. List names, qualifications including the highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.

Royal Berglee, PhD, Associate Professor of Geography and International Studies
Ric Caric, PhD, Professor of International and Interdisciplinary Studies
Jason Holcomb, PhD, Associate Professor of Geography and International Studies

B. Identify external adjunct faculty, if appropriate.

None

V. ADDITIONAL INFORMATION

A. Desired section size and anticipated enrollment.

25

B. Desired implementation date for the course.

Spring 2020

C. Method of instruction (online, lecture, laboratory, individualized, etc.).

Online or Lecture

D. Additional facilities and special equipment needs for this course, if any.

Existing facilities are adequate.

E. Use of library resources

It is recommended that you contact a library liaison prior to completing this section to determine what resources and services are available to support the course.

- Does the course require library resources to support specific class assignments or supplemental reading? Yes No

- Do the library services and resources presently available meet student needs for the course? Yes No Revised to "yes!" See attached email.

If not, what library acquisitions are being proposed to meet essential needs?

F. Does this course require new technology?

Please note that Information Technology (GH 110) should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.

Yes (If yes, you must have a representative from Information Technology review the proposal and sign the signature sheet.)

No

If yes, please list:

1. the software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server-based license for the software. (IT does not install individual packages in labs, only server-based versions).
2. the type of hardware to be utilized.

G. Does this course involve the use of live animals? Yes No

If so, include the approval form from the associated Institutional Animal Care and Use Committee (IACUC).

H. Please include a sample syllabus (must start on new page). *All elements on the syllabus checklist must be included on the sample syllabus* (syllabus checklist attached).

- Proposals for all Teacher Education courses (including content courses that typically have 50% more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process
- The teacher education syllabi must contain these elements: the theme for MSU's Teacher Education Program; CAEP* themes; any additional EPSB themes; and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp). Further information and models are provided at <http://www.moreheadstate.edu/education/>.
- *The College of Education (CoE) is NCATE accredited. NCATE and TEAC have combined to form CAEP, a new national accrediting organization. Educator Preparation Programs, including the CoE at

MSU are in the process of transitioning from NCATE to CAEP and as such, we are working to transition to align our programs with CAEP standards and requirements in anticipation of our next accreditation visit in 2018, at which time we will fall fully under CAEP standards and guidelines. For more information on CAEP and the new accreditation process, please see www.caepnet.org.

IST 322: GLOBAL IDEOLOGIES
Morehead State University
Caudill College of Arts, Humanities, and Social Sciences
School of Humanities and Social Sciences
Department of History, Philosophy, Politics, International and Legal Studies
Spring 2020

IST 322. Global Ideologies. (3-0-3); I, A study of the most important social, political, religious, environmental, and cultural ideas circulating in the global community.

Instructor: Professor Ric N. Caric
Email: r.caric@moreheadstate.edu
Office: Rader Hall 308 **Office Phone:** 783-2144
Dept. Phone: 783-2655 (Rader Hall 354D)
Office Hours: M-Th 3:15-4:30 and Fri by appt.

Readings:

1. Myra Marx Ferree, *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*, Palgrave MacMillan, 2006.
2. Tim, Flannery, *Atmosphere of Hope: Searching for Solutions to the Climate Crisis*, Grove Press, 2016.
3. Mark Juergensmeyer, *Global Rebellion: Religious Challenges to the Secular State, from Christian Militias to al Qaeda*, University of California Press, 2009.
4. Vandana Shiva, *Earth Democracy: Justice, Sustainability, and Peace*, North Atlantic Books, 2015.
5. Carlos de la Torre (ed.) *The Promise and Perils of Populism*, University Press of Kentucky, 2014.

Learning Objectives and Student Outcomes for the Course:

1. Comprehend ideas from different societies
Activity: Read book chapters and books on ideologies in different societies.
Assessment: Students will complete short tests; objective test.
2. Analyze the ways in which historical and cultural backgrounds shape global ideas.
Activity: Readings on historical and cultural backgrounds of global ideas
Assessment: Student presentations, scored by rubric
3. Augment interdisciplinary analytical skills.
Activity: Reading materials and discussion of different disciplinary perspectives on global ideologies
Assessment: Take-home essay exam, scored by rubric
4. Assess the current distribution and impact of global ideas in economics, politics, culture, and the environment.
Activity: Student projects on distribution and impact of ideas
Assessment: short essay, scored by rubric
5. Expand research skills in international studies
Activity: Perform research on global ideologies
Assessment: Research Paper scored by rubric

Rationalizations, Options, and Specifications:

1. Class Attendance. Class attendance is mandatory. Speaking and listening in class are important for student understanding in international studies. Students will carry most classroom discussion and should be prepared when they come to class. Assignments should be read, questions formulated, and positions developed on relevant issues.

The instructor must be notified of all absences in advance. Students are subject to a deduction of 2.5 points from the final grade for each time they are absent without prior notification.

Students who notify the professor of absences in advance and have four absences or fewer will suffer no penalty for their absence. Students who notify the professor and have more than four absences owe the professor a five-page

paper for each four absences on a topic to be mutually decided upon. Each extra paper will count seven points and students who do an extra paper will have their grades figured on a scale of 107 rather than 100. Students who do two extra papers will have their grades figured on a scale of 114 points, etc.

2. Exams: There will be two take-home essay exams. On the exams, students will be required to answer one question out of four or five questions provided by the professor. Each question will have several sub-questions and students will be required to answer all sub-questions. Almost all of the questions on exams will involve comparing various arguments in the field of International Studies. In answering questions, students will be required to: 1. Show knowledge of relevant writings; 2. analyze, evaluate, and compare the arguments of the various authors; 3. articulate their own point of view on an issue addressed in the question. Morehead State students have proven to be very good at analyzing information and coming up with their own point of view, and I expect students to do very well on these exams.

3. Late Papers: Extensions will be granted on exams if the student consults with the instructor before class time on the day the paper is due. With consultation, all excuses will be accepted. Without consultation, no excuse or reason is acceptable and the paper will be docked 10 points for every day it is late. This is to encourage students to prepare assignments in advance and avoid penalties for last-second accidents. One caveat. I am generally very good about grading and returning papers turned in on time but not good with grading late papers. Students turning in late papers need to be patient about having them graded.

4. Topic. In choosing a topic, it is important to select a topic for which there is enough information available to define a research question, formulate a hypothesis, and propose a plan of research. That's why a good research proposal presumes that you have given care to selecting your topic and have devoted considerable time and effort in gathering information, reading, and then organizing your thoughts.

5. Research Paper. A research paper involves five elements: 1. defining a research question in relation to the current literature on the topic; 2. Formulating a hypothesis concerning the research question; 3. Investigating a defined body of materials in relation to that research question. 5. Drafting a research paper.

- a. **Research Question.** An analytical research question concerns the specifics of what will be investigated within a research topic. What all analytical questions have in common though is the fact that they are not merely descriptive. That is, an analytical question moves beyond the "what" and explores, for example, how globalization phenomena (for example the slave systems of Christian nations v Muslim nations in the 18th century) or factors compare, how systems grow, change, and decline, and how globalizing systems both create and deconstruct hierarchies.
- b. **Make an Original Claim.** There are a number of ways to propose to argue something of your own in relation to your research question, including a testable hypothesis concerning independent and dependent variables, comparative claims, evaluations of effectiveness, or proposing new framework for analysis.
- c. **Research Strategy.** It is extremely important that you develop coherent and viable strategies for investigating your research question and justifying your claims concerning that question. Students can investigate online data bases, official records, newspaper articles and editorials, cultural objects, experiments of various kinds, first-hand accounts, memoirs, autobiographies, or archival materials. There is an enormous variety of research materials in relation to gender and a list of possible research materials can be found with each module. If a student has a multi-part hypotheses or claim (and all my own research claims are multi-part), the student needs to explain the relevance of his or her proposed research materials to each part of their claim.
- d. **Writing the Paper.** Be sure your paper has three parts: an introduction, a body, and a conclusion. In your first draft focus on correlating your ideas with the evidence in a clear and logical way. If you write a second draft, be sure to respond to the professors suggestions and more generally improve the paper. The professor grades the second draft partly on the extensiveness of revisions. When you reach the final draft you should have a polished paper that states your position clearly, concisely, and with authority.

6. Class Rules: Students are expected to be alert, prepared for class, and willing to answer questions and engage in discussion. Cell phone use is a distraction and is banned unless the professor asks students to display cell phones as

part of a class demonstration. If the professor has to talk with a student about cell phone use, five points will be subtracted from the student's final grade.

7. **Extra Credit.** The surest way to earn extra credit is show steady improvement on class assignments over the course of the semester. Those who show steady improvement (and come to class) will have their grade on the final research paper count as the grade for the whole class. A second way to earn extra credit is to attend campus events over the course of the semester. Students can earn up to 5 points of extra credit for their final grade by attending events and writing up a brief comment of a page or less. A third way to earn extra credit would be to write a second "Short Paper" in relation to a writing, video, or other kind of subject matter.
8. **Grading.** Grades on exams and take-home essay exams will be given on a scale ranging from 0-100. Those exams which receive 90-100 points will be given an "A," those receiving 80-89 points will receive a "B," etc.

90-100: Exams receiving this grade must possess one or more qualities of excellence, including accuracy, thoroughness, comprehension of several points of view, originality of viewpoint. Exams receiving grades over 95 must combine several of these qualities.

80-89: Exams receiving this grade must demonstrate, at a minimum, a good, solid knowledge of the writings relevant to the question. Exams in this range will be expected to have more mistakes than exams in the 90-100 range, but not enough for the professor to conclude that the student does not understand the material. In determining a grade within this range, the professor will weigh considerations of accuracy and knowledge of the material in relation to any qualities of excellence in the paper.

70-79: Exams receiving this grade must demonstrate significant knowledge of the writings relevant to the question even if the student struggles in putting together concepts to summarize an argument, applying the argument to a hypothetical, or developing their own comparisons and evaluations. Grades within this range are also applied to exams that show a good knowledge of writings in International Studies but do not address one or more sub-questions.

60-69: Exams receiving this grade must demonstrate some knowledge of the texts relevant to the exam. However, exams in this grade will include mistakes of such magnitude that the professor will judge that the student's knowledge of the relevant texts is poor.

0-59 Exams receiving a grade in this range demonstrate almost no knowledge of the relevant course materials, fail to address a question from this particular exam, or fail to address several sub-questions. This is a failing grade.

9. **Americans with Disabilities Act (ADA)**

Students with disabilities are entitled to academic accommodations and services to support their access and safety needs. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188, e.day@moreheadstate.edu, or visit their website at www.moreheadstate.edu/disability for more information.

10. **Academic honesty:** All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.
11. **Campus Safety Statement:** Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency

Tentative Class Schedule

- Week 1** **Global Ideologies: Introduction to the Topic**
Introduction to Class
Shiva, *Earth Democracy*, Introduction and Chapter 1
Mapping Out the Ideological Landscape
- Week 2** **Utopian, Feminist, and Anti-Captialist Vision of Vandana Shiva**
Shiva, *Earth Democracy*, Chapters 2-4.
- Week 3** **The Populist Idea**
Carlos de la Torre (ed.) *The Promise and Perils of Populism*, Chapters 1-4.
- Week 4** **Populist Ideas in Disparate Contexts.**
Carlos de la Torre (ed.) *The Promise and Perils of Populism*, Chapters 5-8
Short Papers Due on Neo-Liberalism and It's Global Discontents.
- Week 5** **Global Feminism Overview**
Myra Marx Ferree, *Global Feminism*, Chapters 1-3.
- Week 6** **Global Feminism in Disparate Contexts**
Myra Marx Ferree, *Global Feminism*, Chapters 4-6.
Post Take-Home Essay Exam
- Week 7** **Finish Global Feminism**
Myra Marx Ferree, *Global Feminism*, Chapters 8-10.
Exam Due
- Week 8** **Semester Break**
- Week 9** **Rebellion Against Feminism and Other Modernisms**
Mark Juergensmeyer, *Global Rebellion*, Chapters 1-3.
- Week 10** **Religious Rebellion in Context.**
Mark Juergensmeyer, *Global Rebellion*, Chapters 4-6.
- Week 12** **Environmental Ideology and Climate Change I**
Tim Flannery, *Atmosphere of Hope*, 1-7.
Research Proposal Due
- Week 13** **Environmental Ideology and Climate Change II**
Tim, Flannery, *Atmosphere of Hope*, 8-14.
- Week 14** **Environmental Ideology and Climate Change III**
Tim, Flannery, *Atmosphere of Hope*, 14-21.
Progress Reports on Research Presentations
- Week 15** **Research Papers Due.**
No Class
Final Consultations on Research
- Week 16** **Final Exam Week**
Research Paper Due

Sharri Lynn Jones

From: Ric Caric
Sent: Tuesday, May 1, 2018 11:22 AM
To: Sharri Lynn Jones
Subject: Re: Library Resources for IST 322 and IST 323

I meant "Yes," and indeed the library does have sufficient resources. How should I correct that?

RNC

From: Sharri Lynn Jones
Sent: Tuesday, May 1, 2018 11:10:33 AM
To: Ric Caric
Subject: Library Resources for IST 322 and IST 323

Ric,

In the section titled Additional Information, question E, you have indicated "NO" on the question "Do the library services and resources presently available meet student needs for the course?"

Did you mean this as "no" – if so, there should have been additional information in the next section.

Sharri Jones
Administrative Assistant to Assoc. VP Undergraduate Education and Student Success
204 Howell-McDowell Administration Bldg.
Morehead, KY 40351
606-783-2003
sh.jones@moreheadstate.edu

NOTICE OF CONFIDENTIALITY: This email, including any attachments, is intended only for the use of the individual or entity to which it is addressed and may contain confidential information that is legally privileged and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, you are notified that any review, use, disclosure, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please contact the sender by reply e-mail and destroy all copies of the original message.



COURSE

New Course or Major Revision to Existing Course

Undergraduate Curriculum Routing Form

Revised May 2017

Course: (if revision, as listed in current catalog)	309 IST 302 Study Abroad for International Studies	Per Registrar's Office - 302 invalid change to 309
Department: (as listed in current catalog)	History, Philosophy, Politics, International and Legal Studies	
College: (as listed in current catalog)	Caudill College of Arts, Humanities, and Social Sciences	

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

If question F1 or F2 in section V is answered yes, then you (the initiator) must have a representative from Information Technology (GH 201) sign the signature sheet before it is submitted to the department curriculum committee.

N/A () Approved () Disapproved
 Information Technology Resources Are Available (Sign and Print) Date

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.
 Departmental Curriculum Committee

D. Murphy (D. Murphy) (X) Approved () Disapproved
 Department Chair or Associate Dean (Sign and Print) Date

KJ Taylor (Karen Taylor) (X) Approved () Disapproved 4/16/18
 College Curriculum Committee (Sign and Print) Date

John Ernst John Ernst (X) Approved () Disapproved 4-17-18
 Dean (Sign and Print) Date

N/A () Approved () Disapproved
 Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print) Date

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Couch Laurie Couch (X) Approved () Disapproved 05/02/2018
 Undergraduate Curriculum Committee (Sign and Print) Date

Steve Riston (X) Approved () Disapproved 5-7-18
 Vice President for Academic Affairs (Sign and Print) Date

COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

Course: (as listed in current catalog)	IST 302 Study Abroad for International Studies
Department: (as listed in current catalog)	History, Philosophy, Politics, International, and Global Studies
College: (as listed in current catalog)	Caudill College of Arts, Humanities, and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

Initiator		Department Curriculum Committee Chair
<input checked="" type="checkbox"/>	The curriculum proposal form has not been altered (formatting, font, etc.).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	If an Information Technology signature is required, it has been obtained.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Grammar, spelling, punctuation, sentence structure, etc. is accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The course title, department, and college names correspond to the current catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Course teaching workload, formula, and semesters taught are specified.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The course description EXACTLY matches the course description stated in the syllabus.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The impacted departments, programs, the individuals notified, and the method of notification are listed.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Responses are complete and applicable for each question.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	If the course requires the use of live animals, the IACUC form is attached.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus starts on a separate page.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a heading to reflect "Morehead State University" as well as college, school, and/or department.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the course title and course number (exactly as listed in the proposal).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the academic term with date.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the instructor's name.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the office location.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the instructor's office phone number and office hours schedule.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the email address and URL for the instructor's personal web site, if applicable.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the revised course description and it exactly matches the course description on the proposal. If there is no revision to the course description, it exactly matches the course description in the current catalog.	<input checked="" type="checkbox"/>

COURSE

New Course or Major Revision to Existing Course

This outline is to be used when a new course is proposed or when a major change is proposed to an existing course. If you are preparing a *new* experimental course/workshop proposal, please use the New Experimental Course/Workshop form. This outline is not to be used for General Education Courses. Refer to the General Education web site.

I. COURSE INFORMATION

- The course title can only be 30 characters.
- The following are definitions of terms related to courses:
 - **Petition required** – requires permission from the Department Chair to enroll in a section of the course.
 - **Equated** – two different courses with the same content at the same level with different prefixes.
 - **Restricted** – program admission is required and/or must have Department Chair approval.
 - **Formula** – (3-0-3) = instruction hours – lab hours – credit hours

This is a **New Course** **Revised Course**

Course Name <small>(as listed in the current catalog)</small>	Course prefix(Example: ENG)	Number(Example: 100)	Title <small>(Example: Writing I)</small>	Formula <small>(Example: 3-0-3)</small>	Faculty Load <small>(Contact your Department Chair or Dean's Office for assistance)</small>	Intended Terms Offered(Example: Fall/Spring)
IST		302	Study Abroad for International Studies	3-0-3	3	Fall/Spring

Approved major or program(s) in which the course will be offered.(as listed in the current catalog)

Interdisciplinary International Studies

This is a **required course.** This is an **elective course.**

Course Description *Course description exactly as it will appear in the catalog and as it appears on the sample syllabus. Include pre-requisites/co-requisites, petition requirements, course equations, restrictions and term(s) offered. Example: XYZ 288. Guidelines for a New Course. (3-0-3) Fall and Spring; petition required. A study of the impact of technology on individuals, society, and the environment. Equated with RUL 288.*

IST 302 Study Abroad for International Studies (3-0-3)

This course will provide academic credit for completing and participating in an approved educational course, program, or experience in another country. Students must receive pre-approval before being allowed to register for this course.

II. PURPOSE, GOALS AND OBJECTIVES

A. What are the goals and objectives of the proposal? Explain why you are proposing a new course or why and how you are revising a current course.

1. The main purpose of the proposal is to provide academic credit for scholastic work conducted by International Studies majors in another country. The purpose is for students to learn about the diversity of populations and topics, in particular study abroad programs, reflect on their own cultural viewpoints and biases, communicate appropriately with diverse individuals and groups, and analyze issues with appreciation for diverse viewpoints.

2. To recognize the value and benefit of participating in a study abroad opportunity as an important component to a degree in International Studies. This course is designed to provide the means to translate an academic study abroad experience into credit hours earned at Morehead State University and fulfill the requirements of the International Studies major.

B. Justify the proposed instructional level (100-600) or instructional level change.

The additional level of work required for travel and understanding for a study abroad program would justify an upper level course assignment. Study abroad is a serious and meaningful educational experience. Almost all students participate in a study abroad program after their freshman year. The requirements and academic work are usually more advanced and are more appropriate for upper level instruction.

C. List the student learning outcomes for the course.

1. Demonstrate knowledge of diversity with a focus on the population or topic of interest in the specific Study Abroad program.
2. Demonstrate knowledge concerning the legal and other issues involved in international travel.
3. Demonstrate capacity to analyze issues with appreciation for disparate viewpoints.

D. Describe how those student learning outcomes will be assessed. List each activity and the assessment method for

that activity. For example: 1. Students will write a term paper; scored by a rubric; **OR**
2. Students will complete an exam; objective test.

1. Demonstrate knowledge of diversity with a focus on the population or topic of interest in the specific Study Abroad Program.
Activity: Activities vary with examples including archeological digs, medical trips, journals, or service learning projects.
Assessment: Assessments will depend on the specific Study Abroad Program approved for IST 302 credit.
Written assignments will be scored by a rubric.
Exams will be scored as objective tests.
2. Demonstrate knowledge concerning the legal and other issues involved in international travel.
Activity: Acquiring a legal passport, passing through customs, and abiding by the laws and regulations of that country or countries.
Assessment: Success in acquiring a passport and passing through customs; a short journal account of successful engagement with the local laws involved with traveling in other countries, visiting sites, etc.--scored by a rubric.
3. Demonstrate capacity to analyze issues with appreciation for disparate viewpoints.
Activity: Activities vary with specific Study Abroad programs with possible examples including legal, migration, climate change, economic transformation, or bicycle transportation issues.
Assessment: Assessments will depend on the specific Study Abroad Program approved for IST 302 credit.
Written assignments and completion of practical tasks will be scored by a rubric.
Exams will be scored as objective tests.

Morehead State University offers several types of study abroad opportunities, including consortium-based study abroad (KIIS, CCSA, etc.), faculty-led study abroad programs, ROTC military assignments for ROTC cadets, programs or courses offered by colleges or universities in another country, international internships, government participation programs, etc.

To earn 3 hours of IST 302 credit (and thus fulfill the requirement in the major), students will be encouraged to participate in programs that fulfill the learning objectives defined above. In cases where that is impossible, supervising International Studies faculty will design activities and assessments which fulfill those learning objectives.

E. Define how the course helps students to achieve learning objectives required for the program.

1. One of the main objectives of the International Studies program is to provide students the opportunity to experience the diversity and culture that exists in other countries or regions of the world in order to broaden their academic perspective and learn about how other people live.
2. Study abroad assists in preparing our students for employment opportunities that involve international or global economic activities and requires them to interact with a cultural environment not their own.
3. The value and benefit of participating in a study abroad opportunity is an important component in understanding our diverse international community, which is a central focus of the International Studies program.

F. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

1. MSU's mission is to "educate students for success in a global environment." Global economic business networks require international travel. This course will help prepare students understand the value and benefit of international experiences.
2. Morehead State University pursues "diversity of people and ideas." Diversity of both ideas and people is exemplified by the aspect of study abroad or an international experience. Study abroad experiences caused our students to interact with and encounter a diversity of people and ideas. One of the objectives of travel to another country is to experience the diversity of people and ideas.
3. Morehead State University has a responsibility to serve its service region in eastern Kentucky. This course will help students understand the dynamics of international travel and learning about other cultures and economic opportunities that may benefit them in developing business advancements in eastern Kentucky.

III. IMPACT

A. List any existing course(s) that will be replaced by the proposed/revised course.

None

B. List the degree to which course duplicates or overlaps other courses now offered at MSU and justification for

any duplication.

None

C. List departments and programs that could be impacted by this proposal. For example, any department that:

- a. Requires the course
- b. Has an equated course
- c. Shares staff and/or resources.

The International Studies program already requires a study abroad component. This new proposal would not impact or affect any other department in any further way than the current requirement.

D. List the individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)

Personal contact and communication with Dianna Murphy, the Associate Dean of the School of Humanities and Social Science.
Meeting with Kristina DuRocher, Interim Director of Education Abroad

V. PERSONNEL

A. List names, qualifications including the highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.

Dr. Jason Holcomb, Ph.D., Associate Professor of Geography and International Studies

Dr. Ric Caric, Ph.D., Professor of Interdisciplinary and International Studies

Dr. Royal Berglee, Ph.D., Professor of Geography and International Studies

B. Identify external adjunct faculty, if appropriate.

All faculty teaching courses in consortia or from other university agreements will have met accreditation standards.

V. ADDITIONAL INFORMATION

A. Desired section size and anticipated enrollment.

Variable depending upon study abroad conditions.

B. Desired implementation date for the course.

Fall 2019

C. Method of instruction (online, lecture, laboratory, individualized, etc.).

All methods of instruction may be utilized. The main method will be direct face-to-face contact while in another country.

D. Additional facilities and special equipment needs for this course, if any.

None

E. Use of library resources

It is recommended that you contact a library liaison prior to completing this section to determine what resources and services are available to support the course.

- Does the course require library resources to support specific class assignments or supplemental reading? Yes No
- Do the library services and resources presently available meet student needs for the course? Yes No

If not, what library acquisitions are being proposed to meet essential needs?

F. Does this course require new technology?

Please note that Information Technology (GH 110) should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.

Yes (If yes, you must have a representative from Information Technology review the proposal and sign the signature sheet.)

No

If yes, please list:

1. the software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server-based license for the software. (IT does not install individual packages in labs, only server-based versions).
2. the type of hardware to be utilized.

G. Does this course involve the use of live animals? Yes No

If so, include the approval form from the associated Institutional Animal Care and Use Committee (IACUC).

H. Please include a sample syllabus (must start on new page). *All elements on the syllabus checklist must be included on the sample syllabus* (syllabus checklist attached).

- Proposals for all Teacher Education courses (including content courses that typically have 50% more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process
- The teacher education syllabi must contain these elements: the theme for MSU's Teacher Education Program; CAEP* themes; any additional EPSB themes; and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp). Further information and models are provided at <http://www.moreheadstate.edu/education/>.
- *The College of Education (CoE) is NCATE accredited. NCATE and TEAC have combined to form CAEP, a new national accrediting organization. Educator Preparation Programs, including the CoE at MSU are in the process of transitioning from NCATE to CAEP and as such, we are working to transition to align our programs with CAEP standards and requirements in anticipation of our next accreditation visit in 2018, at which time we will fall fully under CAEP standards and guidelines. For more information on CAEP and the new accreditation process, please see www.caepnet.org.

IST 302, Study Abroad for International Studies

Morehead State University
Caudill College of Arts, Humanities, and Social Sciences
School of Humanities and Social Sciences
Department of History, Philosophy, Politics, International and Legal Studies
Fall 2019

Professor Kelly E. Collinsworth, J.D.-- k.collinsworth@moreheadstate.edu
305 Rader Hall, Office Phone 783-5289, HPPIL Department: 783-2807
Office Hours: Mon, Wed, Thurs & Fri-2 11:30-12:15, Other times by appointment

Catalog Course Description: IST 302 Study Abroad for International Studies

This course will provide academic credit for completing and participating in an approved educational course, program, or experience in another country. Students must receive pre-approval before being allowed to register for this course.

Course Description for KIIS Austria, Summer 2019: This course compares and contrasts the legal systems and processes of Europe and the United States. The comparative nature of this course encourages students to consider the pros and cons of the different systems, particularly in relation to the administration of criminal justice. Due to the advantageous geographic location of Bregenz, Austria, this course includes site visits to legal and political institutions in international settings.

Student Learning Outcomes, Activities, and Assessments

1. Understand the major legal systems according to their main characteristics
Activities: Comparative law presentation
Assessment: Scored by Rubric
Fulfills: Learning Objective 1 for IST 302--Demonstrate knowledge of diversity with a focus on the population or topic of interest in the specific Study Abroad Program.
2. Differentiate common law systems from civil law systems
Activities: Journal
Assessment: Scored by Rubric
Fulfills: Learning Objective 2 for IST 302—Demonstrate knowledge concerning the Legal and other issues involved in international travel
3. Critique law and legal institutions arising from various legal regimes
Activities: Exam
Assessment: Scored by Rubric
4. Appreciate the dangers of uncritically projecting the values of their home cultures and institutions onto those of foreign jurisdictions
Activities: Final Presentation
Assessment: Scored by Rubric
Fulfills: Learning Objective 3 for IST 302—Demonstrate capacity to analyze issues with appreciation for disparate viewpoints.

Course Text/Reading materials:

Rick Steves *Travel as a Political Act*.

A printable course packet will be e-mailed to each enrolled student prior to departure. You will also need something in which to record journal observations.

Grading: Your final grade will be determined as follows:

Class Participation	50 points (20%)
Quizzes/Tests	100 points (40%)
Quiz 1	10 points
Quiz 2	10 points
Test 1	40 points
Test 2	40 points
Assignments/Projects	100 points (40%)
Journal	20 points
Comparative law presentation	40 points
Final Presentation	40 points

Total points: 250

Numerical grades will be converted to letter grades as follows:

A = 90-100; B = 80-89; C = 70-79; D = 60-69; E = 0-59.

Attendance Policy Attendance is mandatory for both classes and field trips. An unexcused absence will result in a 0 for participation points for that day.

Class Participation: There will be discussion, field trips, and in-class activities. Your willingness to actively participate with insightful, relevant comments and/or opinion is expected.

Class Participation Assessment

Your class participation score will be determined as follows:

- 0 – absent or 15 minutes late to class
- 2 – present but does not participate
- 3 – asks or answers a basic question or engages in productive discussion with other members of the class. Follows basic decorum while visiting off-site locations.
- 4 – shares an analysis from the case reading or site visit
- 5 – provides meaningful insights into a problem or asks a question that furthers the understanding of the case, reading, or site visit

Assignments/Projects:

Journal: During the semester, you will be asked to keep a journal of observations during off-site visits. The journal is a mechanism for you to catalog your observations regarding the role of law in everyday life that surrounds you. How does law and government effect things like travel, tourism, recreation, art, food, etc. How do people that you meet and talk to seem to react to government and laws? Do they approach politics, law, justice differently than what you are used to at home? Your journal will be checked throughout the semester. You will use your observations in your journal to help with your final presentation.

Comparative Law presentation: Each student will be assigned a country to research and present on the assigned country's legal system. This assignment requires the student evaluate similarities and differences between the U.S. and the country in the election of judges, the roles of attorneys, the use of juries, and the use of the death penalty. They will also identify factors/reasons for the adoption of the country's particular legal/justice

structure. The student will also assess the country's pro bono participation by legal professionals and the extent of free legal representation for low-income individuals.

Final Presentation: Using what you have learned during the semester in class and in site visits, students will present on their journal observations in combination with their class readings to make findings on what they have learned that can inform their views on their own legal and justice system.

Tests/Quizzes: There will be 2 tests and 2 quizzes.

Academic Integrity: Students are expected to uphold an ethic of integrity. **ALL WORK submitted for this class must be your own – not copied, borrowed, downloaded, or otherwise taken and passed off as your own.** Plagiarism is using the words, sentences, or even ideas of another person without specific acknowledgment. Plagiarism includes: 1) copying the work of another student with or without the other student's knowledge; 2) collaborating with another student and submitting work that is identical, nearly identical, or inordinately similar; 3) changing a few words but copying the sentence structure without giving credit; 4) copying words and/or passages directly from books, articles, course readings, or internet sites, and failing to use quotation marks and/or offering appropriate citation. If there are any doubts as to what constitutes plagiarism, it is the student's responsibility to clarify any questions with the instructor. If you are not sure what constitutes academic dishonesty, ask your instructor.

Academic Dishonesty: All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.

Americans with Disabilities Act (ADA)

Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability for additional information.

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: www.moreheadstate.edu/emergency.

Tentative Course Schedule

***refers to pages in course packet**

Friday, May 26, 1:30-3:30

Introduction to class: Why study Comparative Law? Can we learn from other countries' approaches to justice and the rule of law?

Reading assignment:

Rick Steves' Travel as a Political Act: Intro, Ch. 1,

Greenspan v. Slate *pp. 7-20

Sunday, May 28, 1:30-3:30

The U.S. Court system and European court systems (with a focus on Austria). Comparison of common law and civil law systems. How are the courts structured? What is the role of the Judge? The Attorneys? How is the government structured? What is the role of Constitutions? What are the sources of law

Reading assignment:

Rick Steves' Travel as a Political Act: Ch. 3

The Austrian Legal Information System and Laws – A Brief Overview *pp. 21-32

Member State law – Austria *pp. 33-36

Freedom House: Austria *pp. 37-40

Monday, May 29, 1:30-3:30

Application of comparison: how do differences play out in individual situations

Current topics

In class Quiz over readings and class discussions past 2 days.

Reading assignment:

Sylvia Bedford, selection from The Faces of Justice: A Traveller's Report *pp. 41-54

Paradigm Shift on sexual offenses: no means no *pp. 55-57

Germany redefines rape: A Survey of International Laws *pp. 59-60

German Pub Owner Arrested for Displaying Four Bottles of Fuhrer Wine *pp. 61-62

Tuesday, May 30, 11:50-1:20

Work in class on Projects

Wednesday, May 31, 1:30-3:30

Court observation (this date may change)

Assignment: Record observations for journal

Thursday, June 1, 1:30-3:30

Comparative law project presentations

Friday, June 2 – excursión to Dachau

Assignment: Record observations for journal

Monday, June 5, 1:30-3:30

Test

Tuesday, June 6, 1:30-3:30

Tort Law Comparisons: We will take a close look here at differences in our expectations for safety standards and disability accommodations by exploring the area to observe, catalog, and assess differing European standards of safety/accommodations.

Reading assignment:

*Basic Questions of Tort Law from a Comparative Perspective, Michael L. Wells *pp. 64-78*

Wednesday, June 7, 1:30-3:30

What can we learn from changes in government structure?

Reading assignment: Rick Steves' book ch. 2, 4

*German Country Study *pp. 79-84*

Thursday, June 8, Excursion to Innsbruck

Assignment: Record observations in Journal

Monday, June 12, 1:30-3:30

Quiz

A comparison of treatment of criminals

Reading assignment:

*Sentencing and Prison Practices in Germany and Netherlands: Implications for the U.S. *pp. 87-104*

*What We Learned from German Prisons *pp. 108 - 111*

*German Prisons and Human Dignity *p. 112*

*What American Can Learn from Germany's Justice System, *pp. 114-118*

Viewing with group of **Good Bye, Lenin!** *Record observations in journal*

Tuesday, June 13, 11:50-1:20

How do we deliver justice? What can we learn from the Holocaust?

Reading assignment:

*Law, Justice, and the Holocaust *pp. 120-122*

*Never Again...What? Law, History, and the Uses of the Holocaust *pp. 125-133*

Wednesday, June 14 (all day)

Travel to Nuremberg. Train leaves at 6:49 a.m.

Scheduled guided discussion at Nuremberg Trials location from 12:15-2:15. Optional travel to Nazi Rally grounds site and documentation center. (Highly encouraged).

Assignment: Record observations in journal

Monday, June 19, 1:30-3:30

Approaches to social issues

Reading assignment: Rick Steves' book: ch. 7, ch. 5

Tuesday, June 20, 1:30-3:30

How do we approach difference? How is difference addressed in different countries? Should we have an international approach that allows us to address difference? Can International Courts/laws/ Treaties help us address these issues?

Reading assignment: Rick Steves' book: ch. 6, 8, 9
EU Legislation *pp. 140-144
EU Law *pp. 146-147
International Law *148-149

Wednesday, June 21, 1:30-3:30

Test

Thursday, June 22, 1:30-3:30

Final presentations

Sharri Lynn Jones

From: Ric Caric
Sent: Tuesday, May 1, 2018 10:55 AM
To: Sharri Lynn Jones
Subject: Re: Ineligible Numbers for the IST Proposals

That's okay.

Ric

From: Sharri Lynn Jones
Sent: Tuesday, May 1, 2018 10:43:35 AM
To: Ric Caric
Cc: Kerry Ann Murphy; Laurie L. Couch
Subject: Ineligible Numbers for the IST Proposals

Ric,

I have been advised that the IST 302 and IST 325 are not a valid course numbers (they have previously been used). Would you be ok with the proposed IST 302 changing to IST 309 and the proposed IST 325 becoming IST 327?

Thanks.

Sharri Jones
Administrative Assistant to Assoc. VP Undergraduate Education and Student Success
204 Howell-McDowell Administration Bldg.
Morehead, KY 40351
606-783-2003
sh.jones@moreheadstate.edu

NOTICE OF CONFIDENTIALITY: This email, including any attachments, is intended only for the use of the individual or entity to which it is addressed and may contain confidential information that is legally privileged and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, you are notified that any review, use, disclosure, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please contact the sender by reply e-mail and destroy all copies of the original message.



COURSE
New Course or Major Revision to Existing Course
Undergraduate Curriculum Routing Form
 Revised May 2017

Course: (if revision, as listed in current catalog)	IST 260, Globalization
Department: (as listed in current catalog)	History, Philosophy, Politics, International and Legal Studies
College: (as listed in current catalog)	Caudill College of Arts, Humanities, and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

If question F1 or F2 in section V is answered yes, then you (the initiator) must have a representative from Information Technology (GH 201) sign the signature sheet before it is submitted to the department curriculum committee.

N/A

() Approved () Disapproved

Information Technology Resources Are Available (Sign and Print)

Date

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.
 Departmental Curriculum Committee

D. Murphy DIANNA MURPHY (X) Approved () Disapproved 4-16-18
 Department Chair or Associate Dean (Sign and Print) Date

K Taylor Karen Taylor (X) Approved () Disapproved 4/16/18
 College Curriculum Committee (Sign and Print) Date

John Ernst John Ernst () Approved () Disapproved 4-17-18
 Dean (Sign and Print) Date

N/A

() Approved () Disapproved

Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print)

Date

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Couch Laurie Couch (X) Approved () Disapproved 05/02/2018
 Undergraduate Curriculum Committee (Sign and Print) Date

Steve Dalton

(X) Approved () Disapproved

Vice President for Academic Affairs (Sign and Print)

5-7-18
 Date

COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

Course: (as listed in current catalog)	IST 260 Globalization
Department: (as listed in current catalog)	History, Philosophy, Politics, International and Legal Studies
College: (as listed in current catalog)	Caudill College of Arts, Humanities and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.


The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

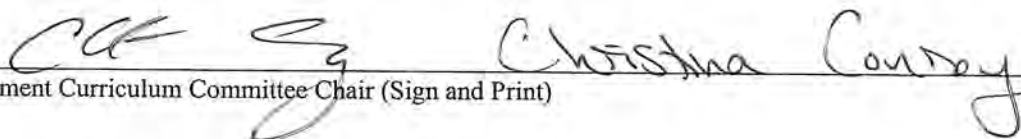
The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

Initiator		Department Curriculum Committee Chair
<input checked="" type="checkbox"/>	The curriculum proposal form has not been altered (formatting, font, etc.).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	If an Information Technology signature is required, it has been obtained.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Grammar, spelling, punctuation, sentence structure, etc. is accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The course title, department, and college names correspond to the current catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Course teaching workload, formula, and semesters taught are specified.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The course description EXACTLY matches the course description stated in the syllabus.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The impacted departments, programs, the individuals notified, and the method of notification are listed.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Responses are complete and applicable for each question.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	If the course requires the use of live animals, the IACUC form is attached.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus starts on a separate page.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a heading to reflect "Morehead State University" as well as college, school, and/or department.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the course title and course number (exactly as listed in the proposal).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the academic term with date.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the instructor's name.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the office location.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the instructor's office phone number and office hours schedule.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the email address and URL for the instructor's personal web site, if applicable.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the revised course description and it exactly matches the course description	<input checked="" type="checkbox"/>

	on the proposal. If there is no revision to the course description, it exactly matches the course description in the current catalog.	
<input checked="" type="checkbox"/>	The syllabus contains the intended student learning outcomes related to program objectives as specified in the catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the methods by which the achievement of each student learning outcome listed on the syllabus will be measured. List each activity and the assessment method for that activity. For example: 1. Students will write a term paper; scored by a rubric; or 2. Students will complete an exam; objective test.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a week by week or day by day course calendar with specific content, assignments and/or exams highlighted.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a grading description and distribution (please be very specific).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains a course attendance policy (please be very specific and ensure compliance with UAR 131.01).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following Campus Safety Statement: Campus Safety Statement Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: http://www.moreheadstate.edu/emergency/	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following academic honesty policy: Academic honesty: All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The syllabus contains the following policy for accommodating students with disabilities: Americans with Disabilities Act (ADA) Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability .	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The entire proposal is saved as one Word document.	<input checked="" type="checkbox"/>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.


 Originator (Sign and Print) 2-28-2018
Approval Date


 Department Curriculum Committee Chair (Sign and Print) 2-28-18
Approval Date

COURSE

New Course or Major Revision to Existing Course

This outline is to be used when a new course is proposed or when a major change is proposed to an existing course. If you are preparing a *new* experimental course/workshop proposal, please use the New Experimental Course/Workshop form. This outline is not to be used for General Education Courses. Refer to the General Education web site.

I. COURSE INFORMATION

- The course title can only be 30 characters.
- The following are definitions of terms related to courses:
 - **Petition required** – requires permission from the Department Chair to enroll in a section of the course.
 - **Equated** – two different courses with the same content at the same level with different prefixes.
 - **Restricted** – program admission is required and/or must have Department Chair approval.
 - **Formula** – (3-0-3) = instruction hours – lab hours – credit hours

This is a **New Course** **Revised Course**

Course Name (as listed in the current catalog)	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)
	IST	260	Globalization	3-0-3	3	Spring

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)
Interdisciplinary International Studies

This is a **required course.** This is an **elective course.**

Course Description Course description *exactly as it will appear in the catalog and as it appears on the sample syllabus.* Include pre-requisites/co-requisites, petition requirements, course equations, restrictions and term(s) offered. Example: XYZ 288. Guidelines for a New Course. (3-0-3) Fall and Spring; petition required. A study of the impact of technology on individuals, society, and the environment. Equated with RUL 288.

IST 260 Globalization (3-0-3)
A study of the human activity that integrates our global community. This course will examine the ongoing process by which regional economies, societies, and cultures have become integrated through a world-wide network of exchange and control.

II. PURPOSE, GOALS AND OBJECTIVES

A. What are the goals and objectives of the proposal? Explain why you are proposing a new course or why and how you are revising a current course.

The purpose of this course on globalization is to provide a 200 level class in one of the core topics of International Studies for the revised International Studies major.

B. Justify the proposed instructional level (100-600) or instructional level change.

The class is justified in being taught at the 200-level because it has an extensive reading list but does not require a research paper.

C. List the student learning outcomes for the course.

1. Gain knowledge of the power relations, economic patterns, and functioning of international corporate, financial, and regulatory bodies in contemporary globalization.
2. Gain knowledge of how the historical practices of colonization and the development of the global financial system shaped modern patterns of globalization.
3. Investigate the strengths and weaknesses of multiple perspectives on globalization.
4. Augment interdisciplinary analytical skills needed to combine historical, sociological, anthropological, and political perspectives.
5. Assess prospects for the future of globalization given contemporary developments in the U.S. and Europe.

D. Describe how those student learning outcomes will be assessed. List each activity and the assessment method for that activity. For example: 1. Students will write a term paper; scored by a rubric; **or**
2. Students will complete an exam; objective test.

1. Gain knowledge of the power relations, economic patterns, and functioning of international corporate, financial, and regulatory bodies in contemporary globalization.

Activity: Students will complete worksheets.

Assessment: Worksheets will be scored by a rubric.

2. Gain knowledge of how the historical practices of colonization and the development of the global financial system shaped modern patterns of globalization.

Activity: Take-home exams; short research papers.

Assessment: Scored by rubric.

3. Investigate the strengths and weaknesses of multiple perspectives on globalization.

Activity: Class presentations.

Assessment: Class presentations scored by rubric.

4. Augment interdisciplinary research skills needed to combine historical, sociological, anthropological, and political perspectives.

Activity: Take-home essay exam.

Assessment: Scored by rubric.

5. Assess prospects for the future of globalization given contemporary developments in the U.S. and Europe.

Activity: Short evaluative paper and class presentation.

Assessment: Paper and Oral presentation will be scored by a rubric.

E. Define how the course helps students to achieve learning objectives required for the program.

Program objectives are:

1. Appreciate the diversity of people and culture in the world today.

One of the most important concerns in relation to globalization is the differential impact of globalization processes on different societies and cultures.

2. Gain knowledge of global population and economic trends in various world regions.

Readings and other assignments will address both global economic issues and globalization processes as they apply to economic developments, environmental impact, and global migration patterns.

3. Understand how human activities and cultural forces shape current events.

Globalization is probably the most important process through which human activities and cultural forces shape culture, the economies of many countries, and other kinds of events. These will be among the items evaluated in exams and project evaluations.

4. Develop and apply interdisciplinary analytical skills.

Readings will be assigned in sociology, anthropology, and other disciplines. The development of interdisciplinary analytical skills will be a continual focus of the class.

5. Assess and appraise current trends and issues in the globalization of human activity. Given that the class directly addresses the topic of globalization, this kind of assessment will be central to the course.

F. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

a. Morehead State University pursues "academic excellence." Academic excellence is entailed by the objective of "developing interdisciplinary analytical skills" in relation to cultural, economic, political, and sociological materials. Students will be developing these skills through reading, class discussion, exams, and research papers.

b. MSU's mission is to "educate students for success in a global environment." Because "Globalization" requires students to gain knowledge of other cultures, languages, and institutions, the class contributes to student preparation for success in a global environment.

c. Morehead State University pursues "diversity of people and ideas." In IST 260, Globalization, "diversity of people and ideas" is investigated in depth in relation to the objective of understanding "how historical and cultural backgrounds shape modern events." By understanding how the histories of local and regional culture, economic development, and politics shape and are shaped by global processes, this class strongly contributes to the understanding of diversity.

d. Morehead State University engages in scholarship. Part of developing "interdisciplinary analytical skills" for this class will involve executing an original research project on a topic connected with globalization.

III. IMPACT

A. List any existing course(s) that will be replaced by the proposed/revised course.

None

B. List the degree to which course duplicates or overlaps other courses now offered at MSU and justification for any duplication.

A political science course on Globalization was recently approved as an elective in the (newly renamed) Political Science major beginning in Fall 2018. The major area of overlap between the two classes would be found in the topic of the political economy of globalization while the International Studies (IST) version of "Globalization" would be distinct in examining sociological and anthropological approaches to globalization as well as political and economic. In relation to the overlapping concerns, the IST faculty has consulted with their Government/Political Science colleagues and the parties view the existence of globalization classes in both programs as an opportunity for cooperation, and plan to cross-list each other's globalization classes when offered.

C. List departments and programs that could be impacted by this proposal. For example, any

department that:

- a. Requires the course
- b. Has an equated course
- c. Shares staff and/or resources.

The Government/Political Science program will be impacted in the sense that it will be somewhat enhanced by the ability of the IST faculty to offer a Globalization class.

D. List the individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)

Dr. Jonathan Pidluzny, Associate Professor of Government and Government/Political Science Program coordinator.

V. PERSONNEL

A. List names, qualifications including the highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.

Royal Berglee, PhD, Associate Professor of Geography
Ric Caric, PhD, Professor of International and Interdisciplinary Studies
Jason Holcomb, PhD, Associate Professor of Geography

B. Identify external adjunct faculty, if appropriate.

V. ADDITIONAL INFORMATION

A. Desired section size and anticipated enrollment.

25

B. Desired implementation date for the course.

Spring 2019

C. Method of instruction (online, lecture, laboratory, individualized, etc.).

Lecture or Online

D. Additional facilities and special equipment needs for this course, if any.

None

E. Use of library resources

It is recommended that you contact a library liaison prior to completing this section to determine what resources and services are available to support the course.

- Does the course require library resources to support specific class assignments or supplemental reading? Yes No
- Do the library services and resources presently available meet student needs for the course? Yes No

If not, what library acquisitions are being proposed to meet essential needs?

F. Does this course require new technology?

Please note that Information Technology (GH 110) should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.

Yes (If yes, you must have a representative from Information Technology review the proposal and sign the signature sheet.)

No

If yes, please list:

1. the software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server-based license for the software. (IT does not install individual packages in labs, only server-based versions).

2. the type of hardware to be utilized.

G. Does this course involve the use of live animals? Yes No

If so, include the approval form from the associated Institutional Animal Care and Use Committee (IACUC).

H. Please include a sample syllabus (must start on new page). *All elements on the syllabus checklist must be included on the sample syllabus* (syllabus checklist attached).

- Proposals for all Teacher Education courses (including content courses that typically have 50% more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process
- The teacher education syllabi must contain these elements: the theme for MSU's Teacher Education Program; CAEP* themes; any additional EPSB themes; and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp). Further information and models are provided at <http://www.moreheadstate.edu/education/>.
- *The College of Education (CoE) is NCATE accredited. NCATE and TEAC have combined to form CAEP, a new national accrediting organization. Educator Preparation Programs, including the CoE at MSU are in the process of transitioning from NCATE to CAEP and as such, we are working to transition to align our programs with CAEP standards and requirements in anticipation of our next accreditation visit in 2018, at which time we will fall fully under CAEP standards and guidelines. For more information on CAEP and the new accreditation process, please see www.caepnet.org.

Globalization

IST 260

Morehead State University
Caudill College of Art, Humanities, and Social Sciences
School of Humanities and Social Sciences
History, Philosophy, Politics, International and Legal Studies Department
Spring 2020

Instructor: Ric Caric

Office: 308 Rader Hall

Email: r.caric@moreheadstate.edu
caric185@hotmail.com

Office: 606-783-2144

Cell: 606-356-9096

Office hours: MWF 9:00am-11:30am

Appointments Available at Other Times

Catalog Course Description:

IST 260, 3-0-3. A study of the human activity that integrates our global community. This course will examine the ongoing process by which regional economies, societies, and cultures have become integrated through a world-wide network of exchange and control.

Required Readings:

Alison Games, *The Web of Empire: English Cosmopolitans in an Age of Expansion, 1560-1660.*

Marcus Rediker, *The Slave Ship: A Human History*

Nicholas B. Dirks, *Castes of Mind: Colonialism and the Making of Modern India.*

Joseph Stiglitz, *Making Globalization Work*

Anna Lowenhaupt Tsing, *Friction: An Ethnography of Global Connection*

Eitzen and Zinn, *Globalization: The Transformation of Social Worlds*

This syllabus, additional readings, and exams will be posted in Blackboard.

Course Requirements and Grading:

1. Reading Quizzes: 10%
2. Short topical papers—20%
3. Class Presentations—10%
4. Five Worksheets—15%
5. Take-home essay exam—20%
6. Take-home essay final—25%

Student Learning Outcomes:

1. Gain knowledge of the power relations, economic patterns, and functioning of international corporate, financial, and regulatory bodies in contemporary globalization.
Activity: Students will complete worksheets.
Assessment: Worksheets will be scored by a rubric.
2. Gain knowledge of how the historical practices of colonization and the development of the global financial system shaped modern patterns of globalization.

Activity: Take-home exams; short research papers.

Assessment: Scored by rubric.

3. Investigate the strengths and weaknesses of multiple perspectives on globalization.

Activity: Class presentations.

Assessment: Class presentations scored by rubric.

4. Augment interdisciplinary research skills needed to combine historical, sociological, anthropological, and political perspectives.

Activity: Research Paper.

Assessment: Scored by rubric

5. Assess prospects for the future of globalization given contemporary developments in the U.S. and Europe.

Activity: Short evaluative paper and oral presentation.

Assessment: Paper and Oral presentation will be scored by a rubric.

1. **Class Attendance:** Class attendance is mandatory. Speaking and listening in class are important for student understanding in international studies. Students will carry most classroom discussion and should be prepared when they come to class. Assignments should be read, questions formulated, and positions developed on relevant issues.

The instructor must be notified of all absences in advance. Students are subject to a deduction of 2.5 points from the final grade for each time they are absent without prior notification.

Students who notify the professor of absences in advance and have four absences or fewer will suffer no penalty for their absence. Students who notify the professor and have more than four absences owe the professor a five-page paper for each four absences on a topic to be mutually decided upon. Each extra paper will count seven points and students who do an extra paper will have their grades figured on a scale of 107 rather than 100. Students who do two extra papers will have their grades figured on a scale of 114 points, etc.

2. **Movie Comparison Paper:** A four-page paper comparing two films with globalization themes according to a prompt given by the professor. The paper will be graded for knowledge of the movies, ability to contextualize in relation to globalization themes, and the quality of a student's own argument.
3. **Exam:** Students are required to take an essay take-home midterm exam and a take-home final. Students will be required to answer one question out of four or five questions provided by the professor. Almost all of the questions will involve comparing the arguments of one social science writer to the arguments of another social science writer. In answering the questions, students will be required to: 1. Show a strong knowledge of relevant writings; 2. analyze, evaluate, and compare the arguments of the various authors; 3. articulate their own point of view on an issue addressed in the question.

4. **Grading.** Grades on take-home essay exams will be given on a scale ranging from 0-100. Those exams which receive 90-100 points will be given an "A," those receiving 80-89 points will receive a "B," etc.

90-100: Exams receiving this grade must possess one or more qualities of excellence, including accuracy, thoroughness, comprehension of several points of view, or originality of viewpoint. Exams receiving grades over 95 must combine several of these qualities.

80-89: Exams receiving this grade must demonstrate, at a minimum, a good, solid knowledge of the writings relevant to the question. Exams in this range will be expected to have more mistakes than exams in the 90-100 range, but not enough for the professor to conclude that the student does not understand the material. In determining a grade within this range, the professor will weigh accuracy and knowledge of the material in relation to any qualities of excellence in the paper.

70-79: Exams receiving this grade must demonstrate significant knowledge of the writings relevant to the question even if the student struggles in putting together concepts to summarize an argument, applying the argument to a hypothetical, or developing their own comparisons and evaluations. Grades within this range are also

applied to exams that show a good knowledge of Women's Studies writings but do not address one or more sub-questions.

60-69: Exams receiving this grade must demonstrate some knowledge of the texts relevant to the exam. However, exams in this grade will include mistakes of such magnitude that the professor will judge that the student's knowledge of the relevant texts is poor.

0-59 Exams receiving a grade in this range demonstrate almost no knowledge of the relevant course materials, fail to address a question from this particular exam, or fail to address several sub-questions. This is a failing grade.

Grading Scale: *

- A 90-100 %
- B 80-89 %
- C 70-79 %
- D 60-69 %
- E 0-59 %

5. **Late Work:** Unconsulted late work will not receive full credit. Unexcused overdue assignments will not receive any credit if received 1 week or later than their due date, although feedback may be given on the work. You are **STRONGLY** encouraged to submit work on time in order to receive the most possible credit, and avoid delays in receiving your graded work back. If you have some type of personal difficulty that prevents you from submitting your work on time, you should contact the professor and work out an alternative due date.
6. **Campus Safety Statement:** Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event that evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evaluation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.
7. **Academic Honesty:** All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.
8. **Policy for Accommodating Students with Disabilities:** Students with disabilities are entitled to academic accommodations and services to support their access and safety needs. The Office for Disability Services in 109-J Enrollment Services Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188, e.day@moreheadstate.edu, or visit their website at www.moreheadstate.edu/disability for more information.

Weekly Reading and Assignment Schedule

Dates	Topic Covered	Reading/Tasks
<i>Part I: Globalization in the Contemporary World</i>		
Week 1	Course Introduction	Eitzen and Zinn, <i>Globalization: The Transformation of Social Worlds, 3rd Edition</i> , 1-103, 123-144.
Week 2	Contemporary Globalization	Eitzen and Zinn, <i>Globalization: The Transformation of Social Worlds, 3rd Edition</i> , 145-246. Post Topical Paper Assignment.
Week 3.		Stiglitz, <i>Making Globalization Work</i> , 25-103, 133-161. Topical Paper Assignment Due.

Week 4		Stiglitz, <i>Making Globalization Work</i> , 161-245, 269-303. Post Worksheet.
Week 5		• Worksheet Due. Anna Lowenhaupt Tsing, <i>Friction: An Ethnography of Global Connection</i> , 1-112.
Module 6		Anna Lowenhaupt Tsing, <i>Friction: An Ethnography of Global Connection</i> , 113-244. Post Take-Home Exam.
Week 7		Marcus Rediker, <i>The Slave Ship: A Human History</i> , 1-107.
Week 8	Colonists, Natives, Captives	Marcus Rediker, <i>The Slave Ship: A Human History</i> , 108-222. Exam Due.
Week 9		Marcus Rediker, 222-307.
		Class Presentations
Week 10		Nicholas Dirks, <i>Castes of Mind: Colonialism and the Making of Modern India</i> , 1-81.
Week 11		Nicholas Dirks, 127-198.
Week 12		Alison Games, <i>The Age of Expansion: English Cosmopolitans in an Age of Expansion, 1560-1660</i> , 3-115.
Week 13	Early Cosmopolitans	Alison Games, <i>The Age of Expansion</i> , 117-217.
Week 14		Class Presentations, Post Final Exam
Exam Week		Final Exam Due



COURSE
Minor Revision to an Existing Course
Undergraduate Curriculum Routing Form
Revised May 2017

Course (as listed in current catalog)	IST 401 Seminar in International Studies
Department (as listed in current catalog)	Department of History, Philosophy, Politics, International, and Legal Studies
College (as listed in current catalog)	Caudill College of Arts, Humanities, and Social Sciences

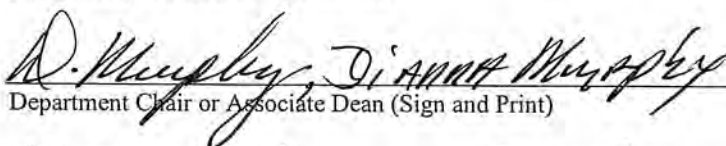
The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.

Departmental Curriculum Committee


 Approved () Disapproved 4-12-18
Department Chair or Associate Dean (Sign and Print) Date


 Approved () Disapproved 4/16/18
College Curriculum Committee (Sign and Print) Date

 Approved () Disapproved 4-7-18
Dean (Sign and Print) Date

N/A () Approved () Disapproved
Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print) Date

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

 Approved () Disapproved 05/02/2018
Undergraduate Curriculum Committee (Sign and Print) Date

 Approved () Disapproved 5-7-18
Vice President for Academic Affairs (Sign and Print) Date

COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

Course: (as listed in current catalog)	IST 401 Seminar in International Studies
Department: (as listed in current catalog)	History, Philosophy, Politics, International, and Legal Studies
College: (as listed in current catalog)	Caudill College of Arts, Humanities, and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

Initiator	Department Curriculum Committee Chair
<input checked="" type="checkbox"/> The curriculum proposal form has not been altered (formatting, font, etc.).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Grammar, spelling, punctuation, sentence structure, etc. is accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The course title, department, and college names correspond to the current catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Course teaching workload, formula, and semesters taught are specified.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The impacted departments, programs, the individuals notified, and the method of notification are listed.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Responses are complete and applicable for each question.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The entire proposal is saved as one Word document.	<input checked="" type="checkbox"/>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

Ric Caric Ric Caric *4-11-2018*
 Originator (Sign and Print) Approval Date

Alan H *4-13-18*
 Department Curriculum Committee Chair (Sign and Print) Approval Date

COURSE

Minor Revision to an Existing Course

Use this outline to report a minor modification of a previously approved course and to equate a *current* course with a new course. Minor revisions include title, prefix, course number, catalog course description, and admission requirements (test scores, pre-requisites, or co-requisites). **Minor changes do not modify course content or the course formula.** If the course content or formula is to be modified, use the New Course or Major Revision to Existing Course Form. Terms offered should be consistent with the curriculum map.

I. COURSE						
Current Course Name: <small>(as listed in the current catalog)</small>	Course prefix <small>(Example: ENG)</small>	Number <small>(Example: 100)</small>	Title <small>(Example: Writing I)</small>	Faculty Load	Formula <small>(Example: 3-0-3)</small>	Intended Terms Offered <small>(Example: Fall/Spring)</small>
	IST	401	Seminar in International Studies	3	3-0-3	Spring
Proposed Course Name:	Course prefix <small>(Example: ENG)</small>	Number <small>(Example: 100)</small>	Title <small>(Example: Writing I)</small>	Faculty Load	Formula <small>(Example: 3-0-3)</small>	Intended Terms Offered <small>(Example: Fall/Spring)</small>
	IST	401	Seminar in International Studies	3	3-0-3	Spring

II. EXPLANATION
<p>A. Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document. The course description is being changed to include the writing, class presentations and experience with intercultural contact that are an intergral part of research in International Studies. Students will write a research paper on a topic in international studies, present the paper before the International Studies faculty, and establish a record of intercultural contact in relation to the topic of their research.</p>
<p>B. List all other departments and programs that could be impacted by this proposal. For example, any department or program that:</p> <ul style="list-style-type: none"> a. Requires the course b. Has an equated course c. Shares staff and/or resources <p>None. The proposal involves no change in the class outside a revised course description.</p>
<p>C. Explain the potential impact on the other departments and programs.</p> <p>None</p>
<p>D. List the individuals in the other departments and programs notified by the proposing department and define the method of contact (e-mail, phone conversation, etc.)</p> <p>No contact needed or undertaken</p>

III. ADDITIONAL INFORMATION
<p>A. If this is a change that effects the current MSU Undergraduate Catalog content, please provide the copy that is to appear in the next catalog revision. 3-0-3 Analysis and discussion of topics in international studies. With guidance of international studies faculty, students will prepare and present a major research project that will establish a record of intercultural contact in relation to the topic of their research. Prerequisite: 1. IST 101 2. 6 hours in IST</p>