



South Central College

GST 100 Introduction to Global Studies

Common Course Outline

Course Information

Description	This interdisciplinary course develops a basic understanding of the history of globalization, its most pressing current issues, and its advantages and disadvantages. Students will examine the growing interdependence of nations and the migration of peoples and the key issues of power and inequality that affect these relationships. Students will develop cross-cultural understanding and global and regional perspectives through interactive talks and activities involving a variety of topics related to the tension between global homogenization and hegemony vs. global diversity and equality. (Prerequisites: Must have a Next-Generation Accuplacer Reading score of 250 or higher, or Classic Accuplacer Reading score of 78 or higher, or completion of either READ 0090, READ 0095 or EAP 0090 with a grade of C (2.0) or higher or ACT Reading score of 21 or higher or MCA Reading score of 1047 or higher.) (MNTC Goal Areas: 5 and 8).
Total Credits	3
Total Hours	48

Types of Instruction

Instruction Type	Credits/Hours
Lecture	3/48

Pre/Corequisites

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Institutional Core Competencies

Cultural Competence - Students will be able to demonstrate an attitude of personal curiosity, a rising knowledge of cultures, and an evolving range of skills for living and working among others with other worldviews and ways of life.

Course Competencies

1. **Describe the field of global studies and its importance in the 21st century.**

Learning Objectives

Classify global studies as a cross-disciplinary & multidisciplinary field.

Trace the emergence of the global studies field in the 20th century.
Describe the usefulness of global studies in the 21st century for understanding and helping to solve global problems.

2. Compare models and components of global competence.

Learning Objectives

Define global competency and global perspective, both of which are highly valuable to life and career.
Outline attitudes associated with global competence.
Describe the knowledge base and learning habits of a globally competent person.
Identify the skills and behaviors common of a globally competent person.
Recognize your perspective and identify the influences on that perspective.
Examine others' perspectives and identify what influences them.
Outline the intercultural communication skills needed for 21st century collaboration and conflict resolution.

3. Demonstrate the academic skills for learning and thinking about the world.

Learning Objectives

Ask relevant and incisive questions pertaining to global studies.
Research global issues using national and international resources, recognizing the biases common in each.
Evaluate the influence of social and mass media on human perception of global issues.
Practice viewing issues from multiple points-of-view.
Build skills in analyzing and proposing solutions to world problems.

4. Examine the causes and effects of globalization.

Learning Objectives

Examine the historical, cultural, political, and economic dimensions of globalization.
Explain the role of technological advances on the process of globalization.
Explore the relationship between the dimensions of globalization (historical, cultural, political, and economic) and themes such as (but not limited to) colonization, imperialism, migration, global trade and outsourcing.
Contrast historical examples of international interactions with the phenomenon of globalization in the late 20th and early 21st centuries.

5. Critique the Universal Declaration of Human Rights from multiple perspectives.

Learning Objectives

Summarize the Universal Declaration of Human Rights.
Apply the concepts of cultural relativism and ethnocentrism to the Universal Declaration of Human Rights.
Consider cases for and against the involvement of international NGOs (non-governmental organizations) and multi-national institutions in confronting global challenges.
Compare and contrast the nature of agendas held by the United Nations with those held by nation-states.

6. Use a multi-disciplinary lens to explore global issues such as global health, the environment, water and food security, and human rights.

Learning Objectives

Familiarize yourself with the United Nations Sustainability Goals and identify the problems and issues missing from this list.
Describe the defining features of a global problem or issue and what makes one "global."
Appreciate the interconnectedness of global issues as well as future solutions.
Explore the view and contributions the sciences, social sciences, and the humanities bring to our understanding of global issues.

7. Expand your knowledge and understanding of world cultures so you can more effectively examine complex global issues and communicate interculturally.

Learning Objectives

Explain the complex link between language and culture.
Recognize the diversity of religious and philosophical perspectives in spiritual traditions around the world.

Compare and contrast diverse cultural, political, economic, and social systems and institutions.
Recognize the relationship between geographic, physical environment and cultural differences.

Explore a variety of artistic expressions from diverse cultural perspectives (e.g., visual art, performance art, music, literature, and architecture).

8. Analyze the relationships between material and non-material components of culture.

Learning Objectives

Examine types of material culture (such as foods, visual arts, clothing, adornments, architecture, technology, tools, weapons, machines, written records, and music) and their use, consumption, and creation.

Compare samples of non-material culture (such as values, beliefs, worldviews, language and symbols, rules and norms, ideas, and behaviors).

Explain the connections between material and non-material culture.

Examine the ways identity is expressed through material and non-material components of culture.

9. Examine the influences and expression of human identities.

Learning Objectives

Describe the levels and types of human identity.

Describe the association between ascribed and avowed identities and their connection to stereotyping, oppression, and power.

Explain the phenomenon of intersectionality.

Analyze the connections between history, religion, language, and culture as they contribute to the development and expression of identity.

Discuss the influence of voluntary or forced immigration and migration, colonization, and globalization on the growing complexity of identity.

10. Determine the various methods for exercising global citizenship.

Learning Objectives

Reconcile the push and pull between local and global citizenship.

Explore ways in which individuals can have a positive impact on global issues.

Identify national and international volunteer organizations that appeal to your values.

Discuss the power of education and advocacy in exercising global citizenship.

Survey ways you can spend or give money and resources to exercise global citizenship

Recall the benefits of learning and speaking more than one language.

11. Examine the role of power and inequality in the dynamics of global relations.

Learning Objectives

Identify the historic, geographic, political, and economic sources of global power.

Describe the methods power can be shared, distributed, and re-distributed.

Explain how specific global issues are caused or fueled by unequal power.

Examine ways humans express and exert global power over others (e.g., war, genocide, colonization, migration, sanctions, tariffs).

SCC Accessibility Statement

South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request and discuss accommodations. North Mankato: Room C-112, (507) 389-7222; Faribault: Room A-116, (507) 332-5847.

Additional information and forms can be found at: www.southcentral.edu/disability

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