**Interdisciplinary Studies: Global Studies (INDS: GS)**

**Faculty Proposal for Course Inclusion in ACC Catalogue**

Dear Colleague,

Welcome to the INDS: Global Studies Faculty Proposal for course inclusion packet. We are so excited that you are interested in teaching with the INDS: Global Studies[[1]](#footnote-0) program! Your participation is essential, and we will make every effort to guide you through the process of adapting or modifying one or more sections of your courses. We look forward to working with you.

Sincerely,

Shirin Khosropour, Ph.D. Amy Velchoff, MSED

Dept. Chair, Interdisciplinary Studies Coordinator, INDS: Global Studies

Director, Peace & Conflict Studies Center Adjunct Faculty, Sociology & Student Dev.

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**Checklist**

* Review the contents of this packet. If you need assistance with any part of this process, contact Amy Velchoff at amy.velchoff@austincc.edu.
* Share your interest with your department chair. Departmental policies vary. Some department chairs will want you to present your idea at a departmental meeting. If your department chair has questions for us, please put them in contact with Shirin.
* Read the items linked below (very short readings):
	+ Green, Madeleine. “Global Citizenship: What Are We Talking About and Why Does It Matter?” *NAFSA’s Trends & Insights For International Education Leaders*, January 2012.<https://globalhighered.files.wordpress.com/2012/03/ti_global_citizen.pdf>
	+ Boix Mansilla, Veronica. “Educating for global competence: bridging the “relevance gap” in contemporary education.” Salzburg Global Seminar Paper written for Session 486, *Optimizing Talent: Closing Education and Social Mobility Gaps Worldwide*, December 2011.<http://archive.salzburgglobal.org/mediafiles/MEDIA63819.pdf>
	+ *Global Citizenship Education: Topics and Learning Objectives*. UNESCO, Paris 2015.<http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>
* Complete the blank proposal provided on page 7 of this document.
* Send your completed proposal (with your department chair’s signature) and your course syllabus to Shirin. She will share it with the GS Advisory Committee for review and comments.
* Address the committee’s comments, if needed, and send your final proposal and course syllabus to Shirin.
* With your department chair, write a short description of the course for the ACC course catalogue.
* You are done with the course proposal! Shirin and your department chair will coordinate taking the course proposal to the Curriculum & Programs Committee (we need this committee’s approval to get a GS-designated section of a course in the ACC catalogue). It’s ideal if you can attend this meeting, but it’s not required.
* At any point in the process, but certainly before the GS-focused course is listed in the schedule, attend the GS Deep Engagement Faculty Workshop (see Appendix A on page 8 for a description of this workshop). Enroll through the Workshop & Event Registration Database at <https://eapps.austincc.edu/workshops/www/login.php>.

**Basic Information**

**I. Program Description**

A. The Global Studies (GS) program will be offered primarily through especially designated sections of our existing courses. Many of these courses are part of the “core curriculum,” but a course doesn’t have to be in the Core to be part of GS.

1. Courses with the special GS designation may be proposed by faculty in any academic or workforce area. Our goal is to offer a wide range of choices to students and give them a GS lens through which they can study any subject.
2. The *two main pillars* of GS are:
3. The diversity, complexity and interdependence of the world community, and
4. Analyzing the political, economic, social and cultural aspects of current world problems and issues

**II. GS Designation for a Course**

In order for a course to have the GS designation in ACC’s catalogue, at least 40% of its content must in some way be related to the GS competencies/student-learning outcomes (SLO) listed in Appendix C beginning on page12. We worked with national and local experts in the field of Global studies in developing this list. Please note that in focusing a course on GS:

1. Your course’s existing objectives and Student Learning Objectives (SLO) do not change. Each course will cover its existing objectives as described in the ACC catalogue and your department’s master syllabus, and
2. You do not need to cover 40% of the GS competencies listed below. Rather *40% of the curriculum topics in your existing course* must in some way become related to some of the GS learning objectives. For example, in an EDUC 1300 Learning Framework course:
	* 1. *“information literacy”* may constitute 10% of your course SLO. You may choose to apply information literacy to an interdisciplinary research topic and relate those to some of the GS competencies (for example, 7.1.1, 7.1.2, 7.1.4, and 7.2.1). That’s 10% toward the 40%.
		2. If you require a paper on content that covers 20% of your course objectives, and you guide and instruct students to apply the GS lens to the topic, that’s another 20%.

*You* are the content experts, and we are happy to work with you and provide resources as you consider the best ways to modify your existing courses.

Your proposal will be reviewed by the GS Advisory Committee. In the event we need more information, we will contact you and invite you to comment.

**III. Proposal Process (Please keep your department chair informed. Final approval from chair is required)**

1. We believe it is important for all faculty who teach in GS to share a common understanding and a basic vocabulary. This allows us to communicate with students across different courses and disciplines in a more consistent way. It also facilitates students’ transition from our program as they transfer and pursue yet higher education. Therefore, we are asking you to:
2. Complete the short readings linked on page 3 of this proposal document.
3. Attend an INDS-sponsored workshop. These workshops will be offered 1-2 times during each semester (including during the fall and spring Faculty Development Days).
4. Consider the learning objectives in your course and the various ways you can incorporate topics related to global studies in covering each objective.
5. Refer to the GS competencies to find area(s) where your course’s learning objectives can be covered with a focus on GS.
6. Complete the SLO/Activities table (add as many rows as you need).
	* In the *first column*, list your course’s learning objectives or SLOs (as listed in the course catalogue, or your department’s Master Syllabus). Please list all of the major course objectives, even if you will not be relating some of them to GS.
	* In the *second column*, describe how you will relate a course learning objective to GS learning outcomes. Describe (briefly) how a particular GS SLO relates to your course topics/SLO and approximately what percent of your course it encompasses.
	* In the *third column*, list the GS “Competency” (or competencies) that relate to the objective. For example: 5.3, 5.5.
7. List the activities you will use to provide GS coverage and how you will assess the SLOs. Refer to the partial list of course activities and SLO assessments in Appendix D for some ideas. We encourage active engagement of students with the course materials and with the community.
8. Propose a class-size limit. This must be approved by your department chair. If it is lower than that of other course sections, provide a rationale.
9. Create a catalogue description for your course (See an example in Appendix B).
10. Please send us your completed proposal with a copy of your proposed syllabus.

**Global Studies Proposal**

* + - 1. Course
			2. SLO/Activities Table (add as many rows as you need)

|  |  |  |
| --- | --- | --- |
| **Your Course SLO****(what is the objective)** | **Activities (How will you relate your course SLO to GS Competencies? And what % of your course is it? )** | **GS SLO(s)** |
|  |  |  |
|  |  |  |
|  |  |  |

* + - 1. Activity/Assessment Table

|  |  |  |
| --- | --- | --- |
| **Activity/Assessment** | **Teach** | **Assess** |
|  |  |  |
|  |  |  |
|  |  |  |
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* + - 1. Proposed Enrollment Limit
			2. Catalogue Description

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Department Chair Signature Date**Appendix A: GS Deep Engagement Faculty Workshop Description**

Would you like to teach for the Peace and Conflict Studies (PACS) or newly approved Global Studies (GS) programs? This workshop is for faculty who are interested in or in the process of completing a course proposal for inclusion under Peace & Conflict Studies (PACS) or Global Studies (GS).

Participants will spend the first half of the workshop learning about the PACS and GS programs, and receiving an overview of the course proposal process. The second half of the workshop will be devoted to deep engagement with their own courses and how they may relate to the goals of the program. This workshop is not discipline specific.

Courses with the PACS or GS designation may be proposed by faculty in any academic or workforce area, and participants from all disciplines are welcome and encouraged to enroll! About the programs:

Austin Community College’s Interdisciplinary Studies (INDS) Program recognizes that culture, history, politics, civil society, and religion, as well as art, science and technology are interwoven and interconnected. The 4 degrees in this program help students develop critical and creative thinking skills that will prepare them to succeed in a complex, interconnected world and in a variety of professions. INDS currently offers four degree paths in American Studies, Global Studies (GS), Mexican American/ Chicano Studies, and Peace and Conflict Studies (PACS).

The PACS program focuses on 1. Human rights and social justice, and 2. Conflict studies and peace processes.

The GS program focuses on 1. The diversity, complexity and interdependence of the world community, and 2. Analyzing the political, economic, social and cultural aspects of current world problems and issues.

Do you have questions? Are you intrigued but aren't sure if this is a good fit or the right time for you? Are you excited to get started? Do you have your proposal almost completed but are needing a little help or motivation to finish it? This workshop is for you!

Visit the program website for more details about each of these pathways: <https://instruction.austincc.edu/interdisciplinary-studies/>

**Appendix B: Global Studies Proposal Example**

***Coming soon! This section will be updated as people begin the***

***Global Studies course proposal process.***

**Appendix C: Global Studies Competencies**

**Note that there is no requirement to cover specific competencies. But we encourage you to include 2-6 GS competencies for each course SLO that are you are relating to GS (see example in Appendix B).**

Focus 1 Global View

Focus 2 Human Rights and Human Security

Focus 3 Intra/Intercultural Communication

Focus 4 Regions and Regionalism

Focus 5 People and Populations

Focus 6 Global Political Economy

Focus 7 Interdisciplinary Research skills

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**Focus 1: Global View**

**Competency 1.1 Exhibit self-awareness within the context of the world**

*Competency Builders:*

**1.1.1**  Construct a positive view of self and believe in own self-worth

**1.1.2**  Recognize own personal capacity and needs

**1.1.3** Recognize own basic human needs and ways to meet them

**1.1.4** Recognize own impression of self and on others

**1.1.5** Examine your existing values

**1.1.6**  Identity and navigate challenges and develop resiliency in the face of challenges

**Competency 1.2 Evaluate self-identify and existing bias**

*Competency Builders:*

**1.2.1** Identify the source of their cultural assumptions and ethical judgments, Leading to the

skill of viewing the world through a global lense or from multiple perspectives

**1.2.2** Demonstrate exclusive/inclusive identification with one’s cultural and national group in

order to attach concern to all people equally in the context of their nationality, ethnicity,

or religion

**1.2.3** Analyze how individual actions affect both local and global communities

**1.2.4**  Illustrate a heightened and more critical awareness of one’s own culture

**1.2.5** Examine the common humanity and uniqueness of all cultures

**1.2.6**  Recognize and analyze cultural differences and embrace cultural ambiguity through

diverse cultural frames of reference.

**1.2.7**  Compare aspects of different cultures to own culture

**1.2.8**  Assess personal and institutional stereotypes (e.g. ethnocentrism, racism, ageism,

sexism)

**1.2.9** Recognize others basic human needs and ways to meet them

**Competency 1.3 Exhibit a Global Worldview**

*Competency Builders:*

**1.3.1** Demonstrate a commitment to acknowledging and valuing human dignity

**1.3.2**  Apply and adapt (I think it would be better to say “cultivate” or “demonstrate”?) a deep

understanding of multiple worldviews, experiences, and power structures.

**1.3.3**  Demonstrate the ability to interact respectfully across cultures

**1.3.4** Demonstrate understanding of social, political and economic systems

**1.3.5**  Articulate clear and relevant principles of social justice

**1.3.6**  Examine contemporary issues of local, global, and intercultural significance.

**1.3.7** Engage in social exchanges and initiatives, even when faced with radical cultural

difference (e.g. people of diverse national, ethnic, religious, social or cultural

backgrounds or gender)

**1.3.8** Demonstrate knowledge of historical, political, cultural and/or socioeconomic

interconnections between the United States and the rest of the world

**1.3.9** Cultivate global citizenship values

**1.3.10** Recognize basic human needs of all and ways to meet them

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 **Focus 2: Human Rights and Human Security**

**Competency 2.1 Describe human rights and human security framework**

*Competency Builders:*

**2.1.1** Define concepts of human rights and human security (e.g. UDHR, UNDP Human

Development Reports, etc.)

**2.1.2**  Integrate major concepts of global and international relations with human

rights and human security

**2.1.3** Identify cases where human rights and human security are in need of protection

**2.1.4**  Identify appropriate approaches to protect human rights and human security (e.g. global

and international relations)

**2.1.5**  Distinguish between preventative and post-violation applications of human rights and

human security

**2.1.6**  Identify appropriate agents for protecting and defending human rights and human

security

**Competency 2.2 Apply human rights and human security principles to understanding the current structure of the world**

*Competency Builders:*

**2.2.1** Use historical methods to describe human rights and human security

**2.2.2** Identify societal foundations of human rights and human security

**2.2.3** Identify factors that contribute to human rights and human security

(e.g. values, identity based factors, ideology)

**2.2.4** Identify differences in national, global and cultural norms in explaining human rights and human security

**2.2.5** Utilize existing theories of civil rights, human rights and human security to explain cases and trends

**Competency 2.3 Identify global actors and their involvement in human rights and**

**human security (e.g. at national, global and culture level)**

*Competency Builders:*

**2.3.1** Identify key terms, concepts and frameworks in human rights and human security

**2.3.2** Explore relationship among actors in human rights and human security

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**Focus 3: Intra/Intercultural Communication**

**Competency 3.1 Foster intra/intercultural communications**

*Competency Builders:*

**3.1.1** Identify and analyze communication issues from different cultural viewpoints including,

but not limited to, race, ethnicity, gender, sexual orientation, religion, age, class, and

disability (e.g. local, national, regional, international/global)

**3.1.2** Recognize, interpret, and use non-verbal communications associated with cultures

**3.1.3**  Explain how culture and diversity influence communication

**3.1.4**  Apply principles of cultural competence to communication

**3.1.5** Initiate meaningful interaction with other cultures to address significant global problems

**3.1.6**  Suggest and implement strategies that might expand opportunity and redress inequities

**3.1.7** Explain historical and cultural evolution of human language and communication

**Competency 3.2 Utilize media communications**

*Competency Builders:*

**3.2.1** Explain how inter/intracultural communication is impacted by various technologies and

media

**3.2.2** Explain historical and cultural evolution of human communication and identify restrictions on the use of existing and emerging communication technologies (e.g. legislation, access)

**3.2.3**  Identify and analyze a variety of communication and information technologies and media

**3.2.4**  Communicate using a variety of communication and information technologies and media

**3.2.5** Apply culturally appropriate concepts, social interaction, etiquette, and ethics to the use

of existing and emerging communication technologies

**Competency: 3.3 Communicate effectively in at least one second language**

*Competency Builders:*

**3.3.1** Communicate effectively in a foreign language with appropriate body language and

sociocultural etiquette

**3.3.2** Identify language barriers and cultural communication characteristics

**Competency 3.4 Participate in a Cultural Immersion Experience (e.g. Study Abroad, service learning, volunteer etc.)**

*Competency Builders:*

**3.4.3**  Experience firsthand the global issues of a city, country, or region through a cultural

immersion opportunity (e.g. study abroad program, service learning in diverse

community, volunteer)

**3.4.5** Attend lectures/events on topics/themes related to global studies

**3.4.7**  Reflect critically on personal growth after participating in a cultural immersion experience

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**Focus 4: Regions and Regionalism**

**Competency 4.1 Recognize country/region-specific aspects (e.g. geography, history,**

**religion, politics, culture, health, and environment) of the world**

*Competency Builders:*

**4.1.1** Develop comparative knowledge of areas of the world

**4.1.2** Analyze the impact of international events and systems at the local, national, regional, and global levels in at least one major region of the world

**4.1.3** Describe the nature and diversity of world religions

**4.1.4**  Identify key aspects of world geography

**4.1.5**  Analyze key events, themes and trends in world history

**4.1.6** Discuss global political processes and issues

**Competency 4.2 Demonstrate a complex understanding of global/international relations**

*Competency Builders:*

**4.2.1**  Analyze how actors conduct diplomacy in international relations and interact in the global arena

**4.2.2**  Describe the major processes that influence global/international relations (including nationalism, regionalism, internationalization, globalization and globalism)

**Competency 4.3 Identify global actors and their involvement in regions and regionalism (e.g. at local, national and global level)**

*Competency Builders:*

**4.3.1** Identify key terms, concepts and frameworks in regions and regionalism

**4.3.2**  Explore relationship among actors in regions and regionalism

**4.3.3** Identify institutions and forces that drive behavior in global/international relations

**4.3.4**  Discuss the role of supra/inter/intranational and/or regional organizations as mediators of international peace and security

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**Focus 5: People and Populations**

**Competency 5.1 Recognize the complexity of people and populations of the world**

*Competency Builders:*

**5.1.1** Develop comparative knowledge of people and populations of the world

**5.1.2** Analyze cultural, religious, and ethnic groups and dynamics at the local, national,

regional, and global levels

**5.1.3**  Identify and analyze the drivers of marginalization of people and populations at the local,

national, regional, and global levels

**5.1.4**  Discuss the impact of global political economic processes and issues on people and

populations at the local, national, regional, and global levels

**Competency 5.2 Define, identify, and analyze global cultures and their elements and interactions (e.g. symbols, language, customs, norms, beliefs, rituals, values, etc.)**

*Competency Builders:*

**5.2.1** Define and analyze manifestations and dynamics of power (e.g. cultural competence,

currency, appropriations, and social capital)

**5.2.2** Describe and analyze the effects of domestic and world issues on local, national,

regional, and global cultures

**Competency 5.3 Identify actors among people and populations (e.g. at local, national, regional, and global level)**

*Competency Builders:*

**5.3.1**  Identify key terms, concepts and frameworks as it relates to people and populations

**5.3.2** Explore relationships among actors within and across populations

**5.3.3** Identify and analyze the impact of institutions and forces that influence people and

populations (e.g. at local, national, regional, and global level)

**5.3.4**  Demonstrate knowledge of global and cultural perspectives on environmental issues

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**Focus 6: Global Political Economy**

**Competency 6.1 Analyze how the local/global political economy functions as a whole**

*Competency Builders:*

**6.1.1**  Describe how individuals and societies make choices to satisfy needs and wants with

available resources

**6.1.2** Describe how individuals and societies formulate policy to satisfy needs and wants with

available resources

**6.1.3** Describe the local/global political economy at the micro and macro level

**6.1.4** Identify how production factors (land, labor, and capital) are used to produce goods and

services

**6.1.5**  Identify individuals and/or groups that make economic decisions at all levels (i.e. local,

state, tribal and national levels)

**6.1.6**  Identify the important roles that local, state, and national governments play in a global

economy

**6.1.7**  List examples of how government decisions affect individuals

**6.1.8** Identify how geographic locations affect the political and economic systems of the world

**6.1.9** Evaluate how global markets allocate goods and services

**6.1.10** Explain how resources, goods, and services are exchanged in at least one major area of

the world.

**6.1.11** Explain the impact of globalization on the world market

**Competency 6.2 Analyze the global social, environmental and political economic dimensions of development and sustainability, and their interrelations (e.g. food, health, education, climate, gender equity, clean water and energy, technology)**

*Competency Builders:*

**6.2.1**  Evaluate current challenges to sustainability, including modern global, social,

environmental, and political economic structures and institutions.

**6.2.2** Evaluate sustainability issues and solutions using a multidisciplinary approach that

focuses on the relationships between complex human, social, economic, and ecological

systems.

**Competency 6.3 Identify actors and their involvement in global political economy (e.g. individuals, collectives and businesses at the local, national, regional, and global level)**

*Competency Builders:*

**6.3.1**  Identify key terms, concepts and frameworks in global political economy

**6.3.2** Explore relationship among actors in global political economy

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**Focus 7: Interdisciplinary research skills**

**Competency 7.1 Acquire and evaluate information within an interdisciplinary context**

*Competency Builders:*

**7.1.1**  Use library, databases and other tools to search for existing body of interdisciplinary

research relevant to research topic

**7.1.2** Gather information from interdisciplinary, sufficient, relevant, authoritative and credible sources

**7.1.3** Maintain objectivity by selecting information that represents a complete array of

perspectives on an issue

**7.1.4** Evaluate interdisciplinary data for relevance and accuracy

**Competency 7.2 Conduct an interdisciplinary research proposal/project in a selected field of interest**

*Competency Builders:*

**7.2.1** Engage in critical thinking and analytical skills in order to formulate an interdisciplinary

research or investigative question and hypothesis (e.g. global issue, process, trend, or

policy).

**7.2.2**  Apply critical reading to undertake an interdisciplinary literature review

**7.2.3**  Identify the theory and methodologies associated with the disciplines employed

**7.2.4**  Apply effective integration in an argument

**7.2.5**  Identify appropriate research methods

**7.2.6**  Summarize existing field-related research about a global topic, issue, or problem

**Competency 7.3 Identify and evaluate inherent biases that shape research processes (e.g. Inequity, representation, selection bias, funding)**

*Competency Builders:*

**7.3.1**  Identify and practice research ethics and responsible conduct in research

**7.3.2** Identify how cultural influences may shape the pursuit of knowledge, including theories

and methods.

**Competency 7.4 Interpret and communicate interdisciplinary research findings**

*Competency Builders:*

**7.4.1** Articulate the relevance of research findings to the Global Interdisciplinary Studies

Program and professional future

**7.4.2**  Explain research findings to others in the field and to broader audiences through

research presentations (e.g. oral, poster, etc.)

**7.4.3** Reflect constructively on an interdisciplinary research experience, identifying what was

learned, personal strengths and opportunities for growth, and how the experience

informs their future educational and career goals

**Appendix D: Partial List of Course Activities and SLO Assessments**

**(This is not a comprehensive list. Please feel free to add your own.)**

|  |
| --- |
| Art works  |
| Attending course-related events in the community (e.g. ACC, UT, etc.) |
| Attending workshops in the community |
| Completing online workshops |
| Cooperative work Discussing current events with another class |
| Debates |
| Discussing Case studies |
| Discussing non-Textbook Readings |
| Discussing Videos |
| Dramatic performance |
| Essays |
| Group discussions |
| Group projects |
| Guest Speakers |
| Journals |
| Multimedia productions |
| Online Discussions |
| Oral presentation |
| Peer evaluations |
| Portfolios |
| Research Papers |
| Role playing |
| Service learning  |
| Simulations (e.g. design a refugee camp) |
| Study abroad |
| Tests (please specify which type) |

1. INDS: Global Studies (INDS: GS) will be abbreviated as Global Studies (GS) throughout this application package. [↑](#footnote-ref-0)