Short Assignment for
The Global Experience
General Studies 110

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Introduction for Faculty Colleagues

Course Description
This first-year seminar examines personal and social responsibility in domestic and global contexts. In developing your own view of the world and its many peoples, societies, and environments, you will evaluate the complex relationships that may both promote and obstruct human interaction. The course emphasizes critical thinking and creativity focused on contemporary and salient issues as informed by their historical contexts. The seminar is inquiry-based, writing intensive, and taught from a variety of perspectives.

Themes and Learning Outcomes
It is a great strength of GST 110 that different sections have both commonalities and differences. As you discuss the world with your classmates and faculty across campus, you’ll have common threads for discussion yet different experiences to share. All sections of GST 110 address common learning goals and global themes, and GST 110 professors meet on a weekly basis to coordinate and exchange ideas. Nevertheless, there are many ways of addressing the same goals and themes. Thus, different sections of the course often use different texts, assignments, and seminar topics. This balance between commonalities and differences contributes to an intellectually vibrant atmosphere throughout your first year of college.

Six themes are shared across sections of GST 110. It is up to the individual faculty member to decide which themes will receive priority through readings and assignments in any given class section.

- The impact of globalization in an increasingly connected, technological, and rapidly changing world
- The influence of power and resistance in historical and contemporary interactions
- The relationship between humans and the natural world
- Diversity and its relationship to intercultural competency
• The analysis and evaluation of **personal and social responsibility**

• The processes, limitations, and implications of **ethical reasoning**

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**The Assignment I Distribute to Students**

**GST 110 – The Global Experience**

**Finding Connections with the Real World: Current Events Project**

**Overview**

One of the goals of the Global Studies class is to equip you with the necessary skills to analyze what is happening today in the world around you. This semester, each of you will be required to find news relevant to the class content and look for connections between the material explored in class and current events. This goal aligns with the following Global Common Theme:

Diversity and its relationship to intercultural competency – you can explain how culture influences an individual’s perception of issues and events and helps define diversity. How do groups view family, government, religion, gender? Where do their (and our own) ideas come from? These are primary topics for anthropology (and, often, sociology), the study of human beings. Culture provides the basis for diverse human societies and the differences within them. To understand the behavior of people we must understand how they view the world and so we begin by studying their culture.

**Learning Objectives**

These presentations will keep us all up to date and informed by one another. The purpose of this exercise is multiple:

1. to encourage you to follow news from all over the world presented from multiple points of view;

2. to establish connections between your reading materials and events that are taking place nowadays in the world;

3. to be aware and introduce the class to other perspectives so that all of us can learn from the way other cultures present those events differently and how those different points of view affect the news itself. This awareness increases your critical thinking skills and helps your development as a global citizen.
**Process**
You are part of a group of foreign correspondents to the President of the USA. Your task is to brief the President about a pressing current issue that is impacting the country/area of the world where you work on and has the potential to have a global impact. When it is your turn, you should look for an article in a newspaper or a newscast from a country other than the US. (If you can read a different language, you can also access news in languages other than English.) Your selection must be of an event that is related to class material and has impact on a global scale.

**Phase 1: Writing**
You will write an essay based on the current event you have selected (please attach article to your essay). Your current event paper should be 2 typed pages, double-spaced, Times New Roman size 12 with 1-inch margins. It should be divided into three parts:

a. **What happened?** Summarize the current event without directly copying from it. Use your own words. Provide enough detail of the story so that people who have not read the article can follow the events.

b. **So what?** Explain the implications of this news, why you think is relevant to the material we are covering in class. Remember your audience: why should your classmates care about this issue? How it might impact your world or those around you?

c. **From what perspective?** What do you assume (from your own perspective) about the story already and how does this news change that? What is unique about the point of view? What does it reveal about your own culture? How does the point of view alter the actual event?

**Phase 2: Presenting**
When it is your turn, please bring a visual aid to accompany your presentation (an electronic copy of the article, a relevant image, etc). You will summarize the content of your news, emphasizing the uniqueness of the point of view from which it is presented (4-6 minutes). In class, we will work on establishing connections in writing between your article and the reading for the day and the unit in development.

**Phase 3: In-Class Discussion**
Finally, prepare a couple of questions (2 or 3) that will be a good starting point for our in-class discussion. Make sure that these questions are not Yes/No questions, but rather open-ended, thought-provoking questions. Relax, you don’t have to know the answer! Just present an interesting challenge for the class.

**Grading Criteria**
- You identified an article that is related to our theme of diversity and related to class material.
• You read the article carefully and summarized, in your own words, its content.

• You addressed the implications of this event for the world around you and/or global repercussions.

• Your presentation was organized in a clear manner and included a visual element.

• You addressed how perspective altered the news and revealed appreciation for diversity of thought.

• You posed insightful questions that inspire critical thinking as an opening for in-class discussion.
### Current Events Project Rubric

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<th>CONTENT &amp; CONTEXT</th>
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| • Synthesizes well the article in its complexity.  
  • Context and interconnections are clear and easily understood. Describes in detail the various factors (social, cultural, historical, political, economic, geographic, etc.) that contribute to making it a complex problem or issue  
  • Establishes very clear implications for the audience  
  • Takes into account a perspective different from their own and how it affects the content | • Adequately synthesizes the complexities so the problem and context is understood  
• Context and interconnections are vaguely understood. Does not describe in detail the various factors (social, cultural, historical, political, economic, geographic, etc.) that contribute to making it a complex problem or issue. Context is limited in scope and lacks specificity  
• Establishes some implications for the audience  
• Brings in a perspective different from their own but does not explain it fully or how it affects the | • Doesn’t synthesize the complexities, but is rather a reporting of various elements.  
• Doesn’t provide a full context and descriptions of factors are minimal at best  
• Doesn’t establish implications for the audience  
• Doesn’t consider a perspective different from their own and doesn’t explain how it affects the content | x8 |
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<td><strong>ORGANIZATION</strong></td>
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<td></td>
<td>Presents information in an excellently clear, cohesive manner</td>
<td>Presents information in a clear, cohesive manner</td>
<td>Information is vague, incomplete or scattered</td>
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<td>Effectively and accurately documents sources</td>
<td>Effectively and accurately documents sources, though some omissions are apparent</td>
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<td>Organizes information logically</td>
<td>Organizes information logically, though some leaps of thought are made. Abrupt transitions</td>
<td>Information is disorganized or jumbled</td>
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<td>Conscious of audience and purpose</td>
<td>Doesn’t center around audience and purpose</td>
<td>Forgets audience and purpose</td>
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<td><strong>PRESENTATION DELIVERY</strong></td>
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<td>Speaks virtually without notes. Reveals enthusiasm and confidence. Visuals are clear and helpful.</td>
<td>Talks instead of reads. May refer to notes or PowerPoint but does not depend on them. Visuals are clear and helpful.</td>
<td>Mostly reads the presentation. The visuals are to clearly related to the content.</td>
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<td>Connects with audience in meaningful ways</td>
<td>Connects with audience.</td>
<td>No connection with audience.</td>
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<td><strong>IN-CLASS DISCUSSION</strong></td>
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<td>Questions are thought-provoking and related to class content.</td>
<td>Questions are not very connected to class content.</td>
<td>Yes/No questions or not related to class content.</td>
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| 1.   | • Student monitors discussion effectively and answer questions. | And do not facilitate a discussion.  
• Student monitors discussion and answers some questions. | • Student does not monitor discussion effectively or answer questions. |   |
| TOTAL|   |   |   | _____/100 |

Please contact me with any questions.