**Contemporary Perspectives**Philadelphia University
MW 3-4:40
Tuttleman Center, 201

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**Purpose of the Course**

*Contemporary Perspectives* will help you to understand some of the major economic, cultural, and political issues that have developed since World War II. We will analyze these patterns of change, and their impacts on the profession that you will enter. In this way, you will be asked to make connections between your career and wider “liberal,” “general education” issues, in order to enhance your understanding and gain a critical perspective both of your profession and your society.

Another important part of the course, which accounts for its 4th credit is to further your understanding of intercultural issues. We examine how other nations impact our lives, and seek to gain an appreciation of how other cultures may respond differently to the issues raised by such trends as globalization. We also will consider how our own understanding of other cultures and societies might enhance our ability to function in a pluralist society and in an increasingly interdependent world. Intercultural understanding will be emphasized throughout the course discussions, readings, and written work.

**Prerequisites**

This is the capstone course in the College Studies Program. Students enrolled in the course must have completed the prerequistites specified here:

<http://www.philau.edu/schools/liberalarts/college_studies/documents/grid_2010.pdf>

As a capstone, this course is research and writing intensive, to help you develop and hone the communication and critical thinking skills necessary to adapt and succeed in today’s rapidly-changing world. Students will be expected to use and demonstrate research and writing skills appropriate to a senior-level course, drawing upon skills learned earlier in both College Studies and majors courses.

**Course Material**

 Ann Kelleher and Laura Klein’s text Global Perspectives

Rivoli Travels of a TShirt

All other materials will be available on-line grouped by topic on the blackboard page.

You are responsible for having done the readings in each grouping.

We will do our best to keep to the schedule posted on-line, but should we have to deviate from the schedule, all changes will be posted on-line.

**Evaluation** Participation 10%
 Entrance Essay 5%

Research Assignment #1 (World issues) 20%
Research Assignment #2 (Regional topic) 20%
Gates Memo/Proposal and Activity 10%
Final Seminar Paper 35%

(3% for the annotated outline, 5% for draft, 2% for peer review, 25% for final)

\*\*You will be expected to keep a portfolio of all work that you have submitted throughout the semester. Acquire a folder that you can dedicate solely to this class. When each writing assignment is due, you will submit your complete portfolio of all previous work and the new assignment.\*\*

*Participation*

You are expected to participate in every class. I believe very strongly that students (and

professors) learn best when we learn from each other. *Attendance alone does not count*

*towards any part of your grade; simply showing up for class does not secure you any points towards your final grade*. Additionally, chronic or excessive lateness is disrespectful to both the professor and the students who made the effort to get to class on-time and as such will negatively affect your participation grade. On this note, I expect that students treat each other in a courteous and respectful manner. Failure to act in a collegial spirit will result in a lowered participation grade.

You can also earn participation points outside the classroom, if you wish. You can come to my office hours to discuss the readings or your thoughts on that week’s topic, contribute to the on-line discussion board, send me an article that you found interesting and relevant to the course, or even suggest a film clip for the class to watch.

Contributions to class meetings will be evaluated according to the following criteria:

* critically evaluating and responding to the readings and comments of other students and the instructor;
* demonstrating knowledge of the material by active participation;
* relating your knowledge to relevant frameworks, interpretations, and theories;
* discussing the subject critically and reflectively;
* presenting your ideas coherently and in a well-organized way.

*Grading*

All graded work will be evaluated on a 25 point scale using the rubric attached to this syllabus. When each assignment is returned, you will be given the overall grade as well as the totals for each of the rubric’s categories. Be aware that a significant portion of your grade will depend on the technical writing of each assignment, 10 of 25 points. I strongly encourage students to take advantage of the University’s Learning center for feedback on their writing early in the semester.

When submitting your written work, it should be in a standard MLA format – one inch margins, 11 or 12 pt. font, double spaced, etc.

*\*\*The dictionary, notes from my lectures, and winning seminar papers posted on the course’s website may not be used as sources for any assignments in this course.\*\**

I expect a hard copy of your written work to be submitted to me at the beginning of class the day it is due. Unless otherwise arranged with me ahead of time, I will not accept any written work via email, with one exception: if a paper is due and you are running late to class, you may email me the paper to show that it was completed on time. However, I will expect you to hand me a hard copy as soon as you get to class.

**Assignments**

*Entrance Essay*

This capstone is meant to be the culminating experience of your career at Philadelphia University, which is a substantively different university from most other traditional colleges. As a way for me to get a better grasp of who you are and to get you thinking about your future not only in this course but your future in general, this paper is an opportunity for you to tell me a little about yourself. In a brief paper of at least 4 full pages, tell me about your field of study – why did you chose it, what about it do you find interesting, what do you plan to do in the future, what sort of job do you want to have, and how will you impact the world in the future? After you’ve described what it is you study and what you plan to do with that career-wise, discuss how you think global trends may influence your future field and object of study. You ought to approach this paper as an exploration of where you are and where you are going --- it is not a research paper. I want to hear what you have to say.

*Paper 1*

You will be asked to select a global or regional trend and begin research on that topic by finding at least three scholarly articles (from different sources) discussing the trend. Any trend will cause difference of opinion and your goal for this paper will be to analyze these articles that differ on the trend in some capacity. You should consider the following questions: What are the principal arguments of both authors? From what perspective do these authors discuss this trend? Finally, is the reconciliation of these two views possible? What are the ramifications of this trend for the future? Essays should be between 5 and 7 pages in length, properly cited using the MLA style – including a works cited page.

*Paper 2*

You will choose a global or regional trend other than the one you chose for assignment one. Do some preliminary research on the topic in two specific countries (you will have the choice of five countries). Compare and contrast the effect of and the response to that trend in the different regions. Use various resources (like, but not limited to the worldometers: <http://www.worldometers.info/>) to compare real data on the countries of your choosing. Essays should be between 5 and 7 pages in length, properly cited using the MLA style – including a works cited page.

*Gates Memo/Proposal & Activity*

Late in the semester, we will read a piece on how to best spend 50 billion dollars to make the world a better place. You will then be asked to choose one of two projects:

1. Write a memo on how you think it would be best to spend money based on a global trend or problem that impacts your future career in a significant way.
2. Write a proposal requesting money to be allocated to a specific project in your field that you think would make a significant impact.

*Seminar Paper*

You will be asked to write a 12-15 page research paper that explains the connections between a specific global or regional trend and current developments in your professional field. Your paper must organize its factual evidence to support your arguments in three thesis-based sections. Each section must have its own heading and be organized around its particular thesis:

 *Section 1: Macro level examination of the global trend/issue*

 *Section 2: Macro/Micro level examination of the trend for your profession worldwide*

*Section 3: Micro level examination of the trend for your professional field in* ***one*** *specific country.*

 More information about the specifics of the assignment will be given out later in the semester.

*Late Work Policy*

If extenuating circumstances arise, you may request an extension, but you will need to supply some sort of proof of the major, significant, or highly unusual nature of the situation. Simply asking for an extension does not guarantee you will be granted one. If you do not submit a paper on time, the grade on the paper will drop by one letter grade every 24 hours until it is turned in.

**Academic Support Services**

*Gutman Library (*[*www.philau.edu/library*](http://www.philau.edu/library)*)*

The home page of the library provide students with a variety of information resources, including databases and research guides. Librarians are available online and in person at the information desk to help students with their research.

*The Learning and advising Center (*[*www.philau.edu/learning*](http://www.philau.edu/learning)*)*

The Learning and Advising Center provides one-on-one tutoring assistance for writing, study strategies, and test taking strategies. To make an appointment, students should stop by the Learning and Advising Center in Haggar hall or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center’s website.

*Technology Assistance* *(*[*http://www.philau.edu/OIT*](http://www.philau.edu/OIT)*)*

For assistance with technology issues, students should contact the Technology Help Desk at (215) 951-4648 or send an email to helpdesk@philau.edu. General purpose computing facilities are available in search Hall and Gutman Library.

**Class Policies**

*Netiquette*

Please note that part of your education involves learning to be professional. This manifests itself in several ways for the purposes of this class. You will not check your email or facebook (or any similar account) during class. Additionally, when communicating with your professors or your peers for the purposes of this class, you should use the professional standards you might use with an employer. This means avoiding “text speak” or unnecessary abbreviations. More specifically, it means including some kind of greeting to introduce your email (Dear Professor X, for instance) – my name is not “Hey” and you ought not to begin your email with such a greeting; “Hey Danielle” is completely acceptable. Additionally, your email should make it clear which class you are in and a clear statement of why you are sending the email. A closing statement and your name are also appropriate to end professional emails. Lastly, as with everything, you ought to proofread your email prior to clicking send.

*Plagiarism & Cheating*

Academic dishonesty, i.e. plagiarism and cheating will not be tolerated. Please remember that all work must conform to the Philadelphia University’s policy on academic honesty found online and in the student handbook. All work that you submit must be the rest of your own efforts. Any student that is found to be copying another student’s work, plagiarizing or any other violation of academic honesty will receive a grade of 0 for that assignment or exam. Under some circumstances, a course grade of 0 may be given and the matter may be referred to the University Dean. Do not cheat.

*Policy on Student and Faculty Academic Rights and Responsibilities*

As an academic institution, Philadelphia University exists for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. The University and the faculty have a responsibility to provide students with opportunities and protections that promote the learning process in all aspects. Students similarly, should exercise their freedom with responsibility. For more information on your Academic Rights, please see the university’s full statement available on-line.

*Disability Disclosure*

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Additionally, students should contact the Disability Services Office on campus to coordinate reasonable accommodations for students with documented disabilities.

http://www.philau.edu/disability/services/

**Course Schedule**

*\*as much as possible, we will keep to this schedule, but should we need to deviate from the planned schedule, I will announce these changes both in class and online.*

Week 1(January 11th) Introductions

Week 2 (January18th) Globalization and Globalism – introduction to global trends

 January 16th No Class – *Martin Luther King Jr. Day*

 *\*\*Entrance Essay Due January 18th\*\**

Week 3 (January 23rd & 25th) Global Trends

Week 4 (January 30th & February 1st) Demographics and Globalization

Week 5 (February 6th & 8th) Development

Week 6 (February 13th & 15th) Culture, Ethnicity, and Diversity

Week 7 (February 20th & 22nd) Environment, Natural Resources, Energy, and Ecology

Week 8 (February 27th & 29th) Security

 *\*\*Paper 1 due February 29th\*\**

Week 9 (March 5th and 7th) No Class -- Student Meetings

Week 10 Spring Break

Week 11 (March 19th & 21st) Rivoli Text

 *\*\*Seminar paper outline due March 21st\*\**

Week 12 (March 26th and 28th) Rivoli Text and Film

 *\*\*Paper 2 due March 28th\*\**

Week 13 (April 2nd & 4th) Global Governance and Global Citizenship

 *\*\*Draft of Seminar Paper due April 4th\*\**

Week 14 (April 9th & 11th) No Class – Student Meetings

 *\*\*Peer review due to me and partner by April 11th\*\**

Week 15 (April 16th & 18th) Looking to the Future

 *\*\*Gates Memo/Proposal due April 18th\*\**

Week 16 (April 23rd and 25th) Student Presentations

 *\*\*Final paper due May 4th\*\**