Global Perspectives is a required second-year course designed to introduce you to ways of seeing and understanding society beyond the isolated, insular individual. ILA invited you as a first-year student to locate yourself in the world of higher education; Global Perspectives asks you to investigate your place in the larger world of communities, societies, political systems, and civilizations other than our own. How do we understand a complex and changing world and its peoples, where events unfold and are chronicled with ever-increasing speed? Global Perspectives addresses this question by highlighting the influence and importance of cultural differences and by asking students to see culture as a lens through which to view the world. We also examine instances of continuity and cyclical repetition in history.
GOALS OF GLOBAL PERSPECTIVES

#1 To teach you to become more informed and interested global citizens by understanding what we can and should (or cannot or should not) do for the sake of the economic wellbeing of our fellow humanity.
GOALS OF GLOBAL PERSPECTIVES

#2 To help you understand the influence and importance of cultural differences by exploring how they condition responses to global economic forces, and how local conditions can expand or constrict opportunities to achieve economic prosperity. You should also gain an appreciation for how conditions in less economically developed countries affect Americans and other materially wealthy societies.
GOALS OF GLOBAL PERSPECTIVES

#3 To reinforce and expand upon the skills practiced in ILA by emphasizing close readings of texts and the employment of facts, ideas, and interpretations in discussions and written assignments.
#4 To expose you to **multiple academic disciplines** by using approaches from history, economics, political science, and other **social-science disciplines**, to analyze, evaluate, synthesize, and discuss economic development.
#5 To offer you an opportunity to expand upon and deepen the research skills you learned in ILA by researching and writing papers.
WHO TAKES GLOBAL PERSPECTIVES?

• Sophomore-level class… with the occasional freshman

• FEW students have majors related to the course… there’s a decent variety
WHAT DO THE PROFESSORS HAVE TO SAY?
PROFESSOR
CHRISTINE
MYERS
PROFESSOR OF
HISTORY
GLOBAL CITIES
GLOBAL CITIES

“An examination of the dynamic growth and significance of a variety of the world’s largest metropolitan areas and their role in shaping the political, environmental, and cultural conditions of the modern world.”
Professor Carina Olaru
Assistant Professor of Spanish

CAN THE DEAD SPEAK?
CAN THE DEAD SPEAK?

Sharon Holland has said that if the dead could speak, the nation would fall apart. *This course examines the manner in which death is represented in Spanish America and the United States and how notions of death or the dead are shaped by a global historical context.* Although death is said to be the common denominator among citizens of the world, this course aims to discuss the complexities, ambiguities and cultural practices in which death is pondered in relation to global, social, political and historical context in the 20th and 21st century. This course will question the social factors that influence how death is conceived of in a global manner, more specifically *how the meaning of death may change depending on historical and temporal context.* We will ask if the dead are considered heroes, villains, martyrs, or even forgotten?
HOW MUCH WRITING IS INVOLVED?

Global Cities
- The proposal
- First draft of the research paper
- The research paper

Can the Dead Speak?
- Weekly assignments
  - Perspective papers
  - Summary papers
- 2 rough drafts of the research paper
- The research paper
THE RESEARCH PAPER

Global Cities
- Centered on a chosen city and its theme
- Global perspective
- Anywhere

Can the Dead Speak?
- Centered on the representation of death
- Global perspective
- South American (or African)
Global Cities

- 2500 word min.
- 6 sources min.
  - 3 scholarly articles
  - 3 books
- Chicago Style Citation

Can the Dead Speak?

- 2000-2500 word min.
- 6 Sources
  - 4 scholarly articles
  - 1 can be from class
- MLA Citation
<table>
<thead>
<tr>
<th>WHAT ARE STUDENTS STRUGGLING WITH?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Cities</strong></td>
</tr>
<tr>
<td>Quotations</td>
</tr>
<tr>
<td>… aren’t properly explained or elaborated</td>
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<td>… are set up the same</td>
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<td>… aren’t introduced or properly set up.</td>
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</table>
WHAT ARE STUDENTS STRUGGLING WITH?

Global Cities
Tone
More variety in their language

Can the Dead Speak?
Tone
Too informal

Students write how they speak
WHAT ARE STUDENTS STRUGGLING WITH?

Global Cities

Specificity
Language and/or examples are too general

More quantitative data

Can the Dead Speak?

Specificity
General/broad thesis

Claims without any evidence
WHAT ARE STUDENTS STRUGGLING WITH?

<table>
<thead>
<tr>
<th>Global Cities</th>
<th>Can the Dead Speak?</th>
</tr>
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<tbody>
<tr>
<td><strong>Structure</strong></td>
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</tr>
<tr>
<td>They could have more variance in their sentence structure</td>
<td>They have bad transitions and topic sentences</td>
</tr>
<tr>
<td></td>
<td>They don’t break up their paragraphs</td>
</tr>
</tbody>
</table>
WHERE DOES THE PROFESSOR FIT IN?

Global Cities
- 2 passes
  1 for mechanics
  1 for ideas
- Ideas > Grammar
- Second draft... did you fix things?

Can the Dead Speak?
- Focus is primarily on...
  - Style
  - Content
<table>
<thead>
<tr>
<th><strong>Global Cities</strong></th>
<th><strong>Can the Dead Speak?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly encourages them to go to the WC</td>
<td>Had writing tutors come to class to work on the rough drafts</td>
</tr>
<tr>
<td>Has offered EC in the past as a kind of incentive</td>
<td></td>
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</tbody>
</table>
WHAT CAN WE DO?

Global Cities
- Check for organization
- NOT for grammar nitpicking
- Act as the “general audience”

Can the Dead Speak?
- Helping the students to develop into better writers
WHAT DO WE HAVE TO STAY ON THE LOOKOUT FOR?

Global Cities
- The assignment sheet
- Don’t let them play “mom” off of “dad”

Can the Dead Speak?
- Students’ lack of authority, critical thinking
- Abuse of historical context
- Lack of focus
- Informal tone
- Structure
GLOBAL CITIES – DR. MYERS
HTTP://CDMYERS.INFO

Homepage of Dr. Christine D. Myers
Monmouth College

Current Courses
Educational Background
Work Experience
Conference Papers, Exhibitions, and Presentations
Other Publications
Other Interests
YouTube
Contact Information
# INTG 213: Global Cities

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic to be covered</th>
<th>Readings &amp; Assignments</th>
</tr>
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<tbody>
<tr>
<td>Tuesday 14 Jan 14</td>
<td>Introduction &amp; Discuss <em>Globalization</em>, Chapters 1-2</td>
<td></td>
</tr>
<tr>
<td>Thursday 16 Jan 14</td>
<td>The economics, politics, and culture of globalization</td>
<td><em>Globalization</em>, Chapters 3-5</td>
</tr>
<tr>
<td>Tuesday 21 Jan 14</td>
<td>The ecology and ideology of globalization</td>
<td><em>Globalization</em>, Chapters 6-8</td>
</tr>
<tr>
<td>Thursday</td>
<td>Assessing globalization</td>
<td>In-class, open-book test on <em>Globalization</em></td>
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</table>
WHAT DO THE STUDENTS HAVE TO SAY?
GLOBAL CITIES

Sophomore, Communications Major
- He finds the themes interesting
- Few short papers
- Research paper (min 2500 words)
- Feeling confident...

but his major weakness is not analyzing the information he is writing about
Sophomore, Communications Major

- She enjoys looking at the interpretations of death in different Spanish-speaking countries
- Classwork: read novels and write papers on them
- Research Paper: Nervous because she writes very informal.
- Writing Center: Yes, she has been there. Only way to improve her writing is to go more often.