Eastern Illinois University
New Course Proposal
CSC/ECN/GEO/PLS/SOC 3100, Global Threats and Problems

Please check one: ☒ New course   ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: CSC/ECN/GEO/PLS/SOC 3100
2. Title: Global Threats and Problems
3. Long title: NA
4. Class hours per week, lab hours per week, and credit: 3-0-3
5. Term(s) to be offered: ☒ Spring   ☐ Fall   ☐ Summer   ☐ On demand
6. Initial term of offering: ☒ Spring   ☐ Fall   ☐ Summer   Year: 2008
7. Course description: An interdisciplinary study of current global problems. Four different social scientific approaches will be used to analyze complex questions regarding the survival of humanity given current threats to our environments, cultures, geopolitical affiliations, and socioeconomic structures. Topics may include famine, terrorism, information control, and disease, among others. WA
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). none
   b. Prerequisite(s) none
   c. Who can waive the prerequisite(s)?
      ☐ No one   ☐ Chair   ☐ Instructor   ☐ Advisor   ☐ Other (Please specify)
   d. Co-requisites: none
   e. Repeat status: ☒ Course may not be repeated.
      ☐ Course may be repeated to a maximum of hours or times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: none
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: none
9. Special course attributes: Writing Active
10. Grading methods (check all that apply): ☒ Standard letter   ☐ C/NC   ☐ Audit   ☐ ABC/NC
    Instructional delivery method: ☒ lecture

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   1) Analyze and interpret data related to current threats to the world’s population such as terrorism, famine, and information control.
   2) Demonstrate an understanding of the impact and importance of such threats in both the industrialized and developing nations of the world
   3) Present, in both written and oral formats, reactions to case studies and other critical thinking exercises designed to highlight challenges, conflicts, and potential solutions related to the resources needed to support humanity.
4) Recognize differences in the approaches taken by different societies in addressing various problems and challenges related to the continued survival of humanity.
5) Recognize differences in the approaches taken in various social and natural science disciplines to analyze various problems and challenges related to the continued survival of humanity.

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

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<thead>
<tr>
<th></th>
<th>Exams</th>
<th>Short Papers</th>
<th>Critical Thinking Exercises</th>
<th>Socratic Final</th>
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</thead>
<tbody>
<tr>
<td>Analyze and Interpret Data</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Understand Impact</td>
<td>X</td>
<td>X</td>
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<td>Present Reactions</td>
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<td>X</td>
<td>X</td>
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<td>Recognize differences in societal responses</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Recognize differences in discipline responses</td>
<td>X</td>
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3. **Explain how the instructor will determine students’ grades for the course:**

- 3 Exams (20% each) 60%
- 3 Short Papers (10% each) 30%
- 3 Critical Thinking Exercises (1% each) 3%
- 1 Socratic Final 7%

4. This course is not technology-delivered.

5. This course is not for graduate credit.

6. This course is writing active.

**PART III: OUTLINE OF THE COURSE**

The course meets for 75 minutes each Tuesday and Thursday for the fifteen weeks of a regular academic semester. The course outline provided here is a general outline of meeting times and daily components. The three units (or “threats to humanity”) chosen each semester will be chosen by the team of instructors based on current events and coverage capacity by the disciplines represented. Following the general weekly outline is a list of possible “threats” that will serve as choices of term units.

Week One:
- Tues: Course Introduction, dissemination of course materials, introduce faculty, outline course expectations.
- Thurs: First two instructors provide “State of the World” speeches from disciplinary perspective (approx. 35 minutes each.)
Week Two:
Tues: Remaining two instructors provide “State of the World” speeches from disciplinary perspective (approx. 35 minutes each.)
Thurs: Begin Unit 1, First instructor provides framework and disciplinary perspective (for example- Terrorism and War as presented from the Political Science perspective.)

Week Three:
Tues: Second instructor provides alternate perspective (for example- the geographical.)
Thurs: Third disciplinary perspective of Unit 1 (for example- the sociocultural.)

Week Four:
Tues: Final disciplinary perspective of Unit 1 (for example – the economic.)
Thurs: First two instructors provide readdress/rebuttal to the other presentations (approx. 35 minutes each.)

Week Five:
Tues: Remaining instructors provide readdress/rebuttal to the presentation (approx. 35 minutes each.)
Thurs: Critical Thinking exercise for Unit 1.

Week Six:
Tues: Small groups meet for social indicators/current events presentations and discussion.
Thurs: Exam for Unit 1

Week Seven:
Tues: Begin Unit 2, First instructor provides framework and disciplinary perspective.
Thurs: Second instructor provides alternative perspective.

Week Eight:
Tues: third disciplinary perspective of Unit 2.
Thurs: Final disciplinary perspective of unit 2.

Week Nine:
Tues: First two instructors provide readdress/rebuttal to the other presentations (approx. 35 minutes each.)
Thurs: Remaining instructors provide readdress/rebuttal to the presentation (approx. 35 minutes each.)

Week Ten:
Tues: Critical Thinking exercise for Unit 2
Thurs: Small groups meet for social indicators/current events presentations and discussion.

Week Eleven:
Tues: Exam for Unit 2
Thurs: Begin Unit 3, First instructor provides framework and disciplinary perspective.

Week Twelve:
Tues: Second instructor provides alternative perspective.
Thurs: third disciplinary perspective of Unit 3.

Week Thirteen:
Tues: Final disciplinary perspective of Unit 3.
Thurs: First two instructors provide readdress/rebuttal to the other presentations (approx. 35 minutes each.)
Week Fourteen:
Tues: Remaining instructors provide readdress/rebuttal to the presentation (approx. 35 minutes each.)
Thurs: Critical Thinking exercise for Unit 3

Week Fifteen
Tues: Small groups meet for social indicators/current events presentations and discussion.
Thurs: Exam for Unit 3

Possible Unit Topics:
(Three chosen each semester)
Natural Disaster
Content includes climate change, migration and human ecology patterns, political implications of response and warning systems, economic ramifications of funding response and warning systems.

Famine
Content includes physical land attributes, social dimensions, geopolitical conflict of food resources, natural and forced migration, population, economic implications.

Terrorism and War
Content includes social perceptions, cultural diversity and ethnocentricity, geopolitical conflict, ethnic violence, direct and indirect costs of war and defense.

Energy Resource Depletion
Content includes energy use and consumption, power struggles for natural resources, energy politics, externalities, public perceptions, cultural dimensions of energy use and environmental degradation.

Disease
Content includes migration of populations, behavioral epidemiology, drug politics, costs of health and illness, endemics and pandemics.

Technology and Information Control
Content includes cyberculture, geopolitical control of information, “Big Brother” evaluations, economic implications of technology, and geographical dimensions of shared world/space, technological transfer and related perceptions.

Global Inequality
Content includes comparative industrialization, economics, global access to health care and other resources, globalization, sustainability.

**PART IV: PURPOSE AND NEED**

1. Explain the department’s rationale for developing and proposing the course.
The course emphasizes the complex social questions and culturally diverse views/approaches related to humanity’s continued survival given the current threats to the world population. Additionally, students will be explicitly exposed to a continued debate between differing social scientists. This course is unique in the team teaching and professional debate format. The primary goal stems from two main sources: 1) the university mission of global citizenship, and 2) the need for social science majors to recognize the foundations of their own discipline in relation to others.
   a. This is not a general education course.
   b. This course is not technology delivered.
2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. Because of the interdisciplinary nature of this course, students are exposed to a number of different viewpoints and different styles of analysis. Students need sufficient academic maturity to synthesize the course material, so this course is placed at the 3000 level.

3. If the course is similar to an existing course or courses, justify its development and offering. This course is similar to CSC 3001G which experienced decreased enrollment after Fall 2000, when the requirement for upper division general education classes was omitted. CSC 3001G will be deleted from the curriculum so as to avoid overlap in content allowing for this course to focus on the needs of social science majors. Since the development of CSC 3001G, distinct threats to global populations beyond environmental ones have motivated the change to a broader content area and the ability to choose topics each semester from a pre-approved list given the global social and cultural climate of the time. There is by necessity some overlap with other courses, especially BIO 2002G, SOC 3820, ESC/GEO 3020, ESC/GEO 3200, HST 3100, HST 3750, HST 3765, HST 4800, and EIU 4101G, relative to the topics covered. This course differs from others that cover environmental topics by providing an interdisciplinary viewpoint along with a strong emphasis on the social science perspective.

4. Impact on Program(s):
   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. Cross listed sections in ECN, PLS, and SOC will be allowed as approved electives in the respective academic departments’ majors and minors. Cross-listed sections in GEG will be allowed as an elective for the General Geography major and the International Studies Concentration.
   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. N/A

PART V: IMPLEMENTATION
1. Faculty member(s) to whom the course may be assigned: This course will be assigned to Drs. New Freeland (SOC-ANT), Hake (ECN) Obia (CSC), and Barria or another interested PLS member (PLS). Any interested and qualified instructor in the College of Sciences may become part of the team of instructors in the future.

2. Additional costs to students: none


PART VI: COMMUNITY COLLEGE TRANSFER
Not applicable.

PART VII: APPROVALS
Date approved by the Economics Department: 2-5-2007
Date approved by the Geology/Geography Department: 3-28-2007
Date approved by the Political Science Department: 1-24-2007
Date approved by the Sociology/Anthropology Department: 1-26-2007
Date approved by the College of Sciences Curriculum Committee: 4-20-2007
Date approved by CAA: 9-6-2007