Course Overview:
As its name implies, this course is about enhancing your global awareness and your ability to participate in the world’s affairs as an informed global citizen. To gain global perspectives, this course first helps you identify and then loosen your existing perspectives and the cultural comforts they bring. How do gender, race, politics, religion, sexual orientation, physical ability, etc. shape you and your relations to others? How do these “social locations” shift based on whether you are with people similar or different from you? When and where are you socially located closer to and further away from those in power? How do your social locations affect how you act in different circumstances, from your home and campus life to addressing the world’s issues and problems?

What if you were not you, however? What if you were someone totally different, someone whose social locations are very far from your own? This course helps you see your own perspectives by requiring that you to “gain” other people’s perspectives. For example, you will study the life of a historical figure whose context varies from your own. How did/does this person’s perspectives affect his or her engagements with the global context at the time? What obstacles and opportunities did this person face? How does learning about other people’s perspectives and experiences affect how you view yourself and your life going forward? This course will help you grow more aware of your own and others’ perspectives so that you can be a more sensitive, aware and informed participant in local to global affairs of the twenty-first century.

Course Guiding Questions, Goals and Outcomes:
The main goal of this course, then, is to improve your global awareness and engagement by studying how others, past and present, engage and affect their worlds given their locations in multiple social hierarchies. That is, this course will increase your awareness and knowledge of how and why people are socially located vis-à-vis others and how these social locations affect how we perceive and understand others, how we act in the world, and what effects our actions have, if any.

The following questions guide the course:
1. How are people organized socially? How do people, past and present, categorize each other and use these categories to locate each other, individually and collectively?
2. How do our “Social Locations” also reflect and negotiate our proximity to or distance from power?
3. How do our “Social Locations” affect how we perceive each other and act from locally to globally?
4. What knowledge and skills enable us to be more effective actors on local, regional and global stages?

What will you be able to do at the end of this course that you were not able to do before taking it, or were able to do but this course will strengthen? The following list will provide some concrete Course Outcomes that reflect the learning objectives of the course, those of the Core Curriculum at FIU and those specifically of FIU’s new Global Learning Core Curriculum Requirement.

Course Learning Outcomes
- Identify how societies and cultures, historically and in contemporary times, categorize people
- Evaluate how these Social Locations position yourself and others vis-à-vis each other and also vis-à-vis power.
- Demonstrate your ability to step outside your own cultural comfort zone by acquiring others’ Social Locations
- Analyze and comprehend how people, given and despite their Social Locations, act in the world and effect the course of events at local to global levels.
- Develop strategies for effecting change in your world taking into account others’ strategies.
Core Curriculum Outcomes

• Compare and contrast the social organizations of contemporary and historical societies and cultures toward identifying their similarities and differences.
• Demonstrate knowledge of how individuals within diverse societies and cultures impact them.

Global Learning Requirement Outcomes

• Recognize your own and others’ gendered, academic, political, etc. perspectives—what we refer to in this class as your “Social Locations” and how to “Locate Yourself” and “Locate Others”.
• Analyze how people are situated vis-à-vis issues of global importance during their time period and how they, given their social locations, impact those issues.
• Recognize the interrelatedness of past and present societies, issues and problem-solving approaches.
• Evaluate others’ strategies to impact global issues and apply this understanding to the development of your own strategy to impact those global issues.

Class Structure: This course will be team-taught, is web-assisted (most course materials are stored on the course website) and it also utilizes Team-Based Learning (TBL). Most likely you have never been in a course using TBL; TBL is less about teaching and more about student learning. Little class time will be used for traditional “lecture” and more will be used to apply course concepts and information. Don’t confuse teams with groups. You will learn the difference; please do not think this will be a class with group projects. Rather, you will enhance your understanding of the course content by working collaboratively with others. In order to ensure you are ready to do team work, you must study the course materials for each class/week prior to class and show you have done this by taking a short quiz on the material in class.

Since students must learn so much course content prior to class, most of it except the required text readings has been placed into an on-line course program called Moodle. So, you will go to our Moodle course and look up what is expected of you for each week of class. You do this by:

1. Downloading the Firefox Internet browser and installing it on the computer you use to access the Moodle program. Moodle does not work well with other browsers so use Firefox. If you do not have it, you can get it free at www.mozilla.com/firefox/
2. Go to the Moodle log in page at ecampus.fiu.edu (you can also access Moodle from the top of FIU’s homepage under the gold “Quick Links/Tools” button.
3. Enter your FIU user id (e.g., adrago01) and our password
4. Look on the right hand column of the main Moodle page that appears for “My courses” and select this course: IDS 3315
5. Look in the center of the page that appears for most of the course material. Click on what you need. On the right and left columns you will find a calendar, list of assignments, help, tools, etc.
6. Each week of the course is labeled and leads you to a separate page where you will find the course schedule for that week. You will see the required readings and any other required learning tasks you are to do (such as to watch a video). You will also find assignments to do that week, etc.

If you have any problems accessing Moodle, contact the UTS Support Center online at uts.fiu.edu or by calling 305-348-2284. Don’t ask the course faculty to help you. It’s UTS’s job!

You must make sure you complete all that is asked of you for a given week prior to the first class of that week. Readings should always be done in the order presented. If your instructor feels you will best understand the other material in a particular order, these will be put it in that order in the week’s module. The idea of having all this material available to you 24/7 is so that you can go at your own pace. If you do not understand something then read it again, view the video again, or review the other materials. You are responsible for learning the content prior to class so that we can use class time primarily to apply it. If you still do not understand the material you can (1) get assistance from your team members and (2) get assistance from the course instructors during our office hours or by appointment. We want you to understand this material so you have it all available to you. No excuses! If you understand and can apply this material, you will be very marketable in the real world…
General Course Policies

Attendance: You are expected to come to every class, arrive on time and arrive having learned the assigned material by class time. While this class follows standard FIU policy regarding student absence for sickness, religious observations, etc., the fact that it utilizes Team-Based Learning (TBL) means that individual student absences will likely affect not only your individual performance but also your team’s performance. One effect of absences is that neither individual quizzes (iRATs as explained below) nor team quizzes (tRATs) will have make-ups. If you or your whole team is absent a day these are given, you will not be given a make-up and receive a grade of zero. Only students who are absent due to a medical professional’s substantiated condition (you bring in a doctor’s note) or who are absent for religious observations condoned by FIU policy, will faculty exclude the lost grade from your final average for the iRATs. Chronic absences for tRATs will be reflected in your peers’ evaluations of you. Attendance will be kept by teams.

Please note that if FIU closes for a hurricane or other reason, the course will pick up where it left off. We expect, however, that students will be able to access course materials via Moodle even if the campus is closed. The faculty will send you special announcements on the main course webpage in Moodle with instructions should such an event take place.

Participation: You must participate in class and in your team. You cannot be a slacker; if you try not only will your grade reflect this, but your team and individual grades will suffer.

Plagiarism/Academic Honesty: As an FIU student, you are always expected to abide by the university’s policies particularly those governing academic honesty and plagiarism as they appear in the FIU Student Handbook. If you are not familiar with how to avoid plagiarism, you will receive some instruction and additional guidelines in this course. In sum, should anything you/your team produces cite any data, research or information that you have not generated and which is not general knowledge then you must cite it appropriately following one of the disciplinary conventions of the academic disciplines represented by the faculty teaching this course. More information about citation formatting will be given to you via Moodle. Please become completely familiar with bibliographic styles and citation conventions. If you do not cite others’ work adequately you can be accused of plagiarism and FIU takes these accusations very seriously. Your instructors reserve the right to use turnitin.com to check your work for plagiarism. We also reserve the right to alter the syllabus as needed. You will be notified of any changes.

Cell Phones, Computers, etc. Your cell phones, PDAs, MP3 players, computers, etc. may not be used in class unless given explicit permission by an instructor. These must be OFF during any Readiness Assurance Test (RAT – see below). Students caught using electronics for non-class-related activities will be asked to leave the class immediately and 5 points will be deducted from their individual assessment (see below).

Special Needs Students: Please notify the faculty prior to or immediately upon commencement of this course about your accommodation needs as in accordance with FIU policy. You will be accommodated accordingly.

Tardiness of Assignments: As handing in assignments past the due date provides an advantage to the student doing so, that advantage must be curbed by penalizing those handing in late assignments. There are NO make-ups for missing RATs (individual and team) and many assignments will not be accepted after the due date; assignments that are handed after the due date, when permitted, will lose ½ grade for up to 5 days late and 1 whole grade for six or more days. Tardiness owing to a major illness, accident or other excusable reason: You must bring substantiation of your tardiness to the TA within a week of being tardy. You will be notified if it is accepted. If accepted, your grade will be adjusted accordingly. YOU must check your grades to ensure that they reflect the changes you deserve. If you do not catch a problem within two weeks of requesting a change in grade, it is too late and you will forfeit this change. In other words, watch your grades in Moodle to make sure they are accurate.
**Texts, Readings, Etc.** This course will be web-assisted such that much if not most of your assigned readings, team projects information, etc. will be available to you 24/7 via Moodle.

**Required Texts:** For purchase at the FIU bookstore and copies will also be placed on reserve at the library.

**Additional Required Readings and Materials:** Non-text required readings and other materials such as videos to watch, etc. will be available as PDF files through Moodle. Find them under the correct Week.

**Course Schedule**
The course is divided into two major sections. Part I introduces you to the Social Locations approach to understanding social relations and hierarchies. Part II has you apply this framework to understanding a historical time period and many of the people who lived at that time. In the Fall 2010 version of this course, that time period is New York City at the turn of the twentieth century (1880s to 1920s). In terms of a day-to-day schedule, all of the assignments and readings you are to do are housed in the course website on Moodle. Be very careful to open the hotlink for each week and do all that is required of you for that week in advance of coming to class in most cases.

**Assessments and Grading:**
There are different measures of your performance in this course, many of them individual and some of them team-based. Here are the assessment areas and some of the specific assessments:

**Individual Effort = 50% final grade**
Assignments: Quite a few assignments must be done individually and they will be graded individually. You are not to collaborate with other students for these assignments. Each week you will find what these assignments are in Moodle and must complete them by the deadline indicated. Tardy assignments follow the tardiness policy in the syllabus unless otherwise noted on the assignment. Each assignment will be evaluated on one or more 5-pt scales (roughly equivalent to ABCDF). See the assessment area of the webpage for these scales’ descriptions. Each assignment will also carry a weight. Easy assignments will be worth one weight, more difficult assignments will be worth 2,3 or 4 weights. Thus, an assignment with a weight of “2” will be worth twice as much as an assignment with a weight of one. You can also think of it like this: for an assignment with a weight of 2, that assignment’s grade will be doubled. If you do well on this assignment it will improve your overall Individual Grade. If you do poorly on highly weighted assignments, this will disproportionately bring your Individual Grade down. Your individual effort put toward your team’s projects (see below) figures here too. A schedule of these assignments, their weights and assessments scales will be posted in Moodle. Your scores on all these assignments will be added up [and added to any extra credit you earn—see below] and then curved according to all students’ performance resulting in a letter grade for individual assignments. That constitutes 30% of your final grade.

Extra Credit: You are encouraged to attend events outside of class that involve Global Learning – those directly sponsored by GL those approved by the course faculty. For each event you attend, you must fill out the Extra Credit Form (see website on Moodle). You must have the person in charge of the event sign your attendance and you must do the required reflection. For each Form completed you will receive a point. These will be added to your individual grade total (so you can improve that score). Think of the extra credit as if you received an A instead of a B on one of your individual assignments. There is a maximum of 3 points of extra credit you can receive. Students attending events without the Form will not get extra credit.

Individual Readiness Assurance Tests (iRATs): You will take these short— but not easy—quizzes individually to assess how well you have studied and learned major common content areas covered. RAT dates will be announced ahead of time. You receive an individual grade for each iRAT. These grades are averaged and curved to the class so you end up with a final grade for your iRAT performance. Miss an iRAT and you cannot get a make-up. You overall iRAT score constitutes 10% of your final grade.
Assessment of Your Effort by Your Team Members: In the middle of the semester and then at the end, you will be asked to assess your team members’ effort for the team and they will assess yours. The mid-semester assessment will offer you and other team members feedback on how to improve your team effort. At the end of the course, you will have to evaluate them and they you. These will be translated into a letter grade. Team assessments of you constitute 10% of your final grade.

Team Effort = 50% final grade:
Much as with the individual assessments, there are several different types of team-based assessments where you and all your team members will receive the same grade:

Team Readiness Assurance Tests (tRATs). tRATs involve the same questions you take with the iRATs. You re-do the same questions with your team. Unlike with the iRAT, however, you must discuss your answers with your teammates during and make team decisions about answers. These are graded separately from the iRATs; you receive a team grade for each tRAT. Miss an iRAT and you cannot get a make-up. tRAT scores are summed and normed for the class into letter grades. They are 10% of your final grade.

[For both iRATs and tRATs questions will be worth points. Unlike most quizzes you have taken in the past, however, you will have the opportunity to spread these points across different answers. So, let’s say each question is worth five points. If you are totally sure about your answer, you can put all five of your points on that answer. If you get it right you get five points. If you get it wrong you get zero points. But let’s say you are not sure which is the right answer. You can then take those five points and distribute them across answers – putting one point for each answer or three points on one answer and two on another, etc. After the first time or two, you will get very used to this different system.]

Team Performance on Short Class Projects: During the semester there will be opportunities for teams to apply the course content in short projects done in class by teams. All team projects will be assessed by your instructor and, potentially, by other teams. Grades will reflect rubrics provided to you on the website and, in special cases, on the assignments. Team Short Project scores are summed and normed for the class into letter grades. Team short class projects’ performance constitutes 10% of your final grade.

Team Performance on Major Class Research Projects: There are two longer projects in this class each of which involves the team’s creation of a wiki to demonstrate research, understanding and mastery of a particular person who lived historically and whose life sheds light on the Social Locations framework used in this course, as well as on your ability to see global issues from that person’s perspective and how they relate to today and to yourself. For example, the wiki must contain, among other information: (1) biographical information, (2) identification and analysis of this figure’s Social Locations, (3) the involvement this figure took in social issues of that time period and the outcome of the figure’s involvement, (4) analysis/discussion of how this figure’s actions were constrained or facilitated by, his/her social locations and (5) linking this person’s life experiences to your own.

• Common Historical Figure: All student teams will research and create wikis on the same historical figure. These will be assessed with a particular rubric and the quality of each team’s work will be evaluated vis-à-vis the other teams’ work. Performance on this project will constitute 10% of your final grade. [Note that with wikis your individual input can be seen and assessed. Your individual input, however, will be assessed separately from your team’s overall performance (see above)]

• Particular Historical Figure Project: Each team will also research a different historical figure. You will develop a team wiki to house and display all this information and which addresses the questions posed to you by your instructors. Performance on this project will be assessed using a special rubric provided to you and will constitute 20% of your final grade. [Note again that with wikis your individual input can be seen and assessed. Your individual input, however, will be assessed separately from your team’s overall performance (see above).]
Course Team Members

Rebecca Friedman (Associate Professor, History)
Professor Friedman is an historian of modern Russia whose research and teaching focuses on themes including the relationship between ideologies and everyday behaviors and the formation of gender and age identities, most notably in Russia and modern Europe. Currently, she is writing a book on the culture of the Russian home – both its ideological imaginings and its material realities. She is currently the Director of European Studies and the Co-Director of the Miami European Union Center of Excellence (MEUCE). She has taught in large lecture environments with TAs as well as in interdisciplinary fields, including Women’s Studies, European Studies and Humanities, and has used different teaching technologies.

Sarah J. Mahler (Associate Professor, Global and Sociocultural Studies)
Professor Mahler is a cultural anthropologist whose training and research all focus on comparative perspectives, cultures, and global dynamics (international migration and gender hierarchies in particular). She also has served as director of the Center for Transnational and Comparative Studies (TCS) overseeing many of FIU’s international programs such as European Studies, International Migration and Middle Eastern Studies. She has been PI on numerous grants including two U.S. Department of Education international grants – a Title VI grant in International Education and a FIPSE grant promoting student exchanges between the U.S. and Europe around international migration studies. She was trained in FIU’s first cohort of the iNET program and subsequently has used web-based pedagogical tools for all of her classes including the enhancement of a moderated chat tool that was used to link students and faculty across different continents. Since coming to FIU she her career has been within interdisciplinary units (Sociology/Anthropology and now Global and Sociocultural Studies as well as TCS).

Anne Braseby (Adjunct Assistant Professor, Global and Sociocultural Studies)
Professor Braseby is a recent graduate from FIU’s Global and Sociocultural Studies department, completing her dissertation on the adaptation of American families living overseas. She has lived in Tanzania, Egypt, China, Indonesia, and Brazil teaching international school children. Her major academic interests include globalization, migration, adaptation and gender studies.

Marissa Ball (Electronic Information Services Librarian)
Marissa Ball is the library’s specialist on wikis. She is assisting the course faculty with wiki software selection, wiki design and the use of wikis for pedagogy.

Cynthia Dottin (Reference and Instructional Librarian)

*Syllabus Caveat: Please note that the instructors reserve the right to alter the syllabus due to need and emergent circumstances, particularly given that this is the first semester this course is being taught. Students will be advised about any change made to the syllabus.*