

**GST 110: THE GLOBAL EXPERIENCE**  
with Dr. Tony Crider

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Meeting Times

Classes:	8:00 AM to 9:40 AM	Tuesdays & Thursdays	Mooney - MOON 302
Office Hours:	12:30 PM to 2:00 PM	Tuesdays & Thursdays	McMichael - MCMI 003L
	1:30 PM to 3:00 PM	Wednesdays	McMichael - MCMI 003L

During the hours listed above, I am in my office expressly to talk with students about coursework or other aspects of education at Elon. However, if you are unable to attend these hours, please e-mail me to schedule an appointment. Additionally, if you see me in my office with the door open, please feel free to come right in.

Materials

<i>Analects (Penguin Classics)</i> by Confucius	<a href="http://amzn.to/1aqKhTp">http://amzn.to/1aqKhTp</a>
<i>1587, A Year of No Significance: The Ming Dynasty in Decline</i> by Ray Huang	<a href="http://amzn.to/1eBpQkW">http://amzn.to/1eBpQkW</a>

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

Six themes are shared across sections of GST 110. It is up to the individual faculty member to decide which themes will receive priority. In this section of GST 110, our readings and assignments will focus on these three:

- The impact of globalization in an increasingly connected, technological, and rapidly changing world
- The influence of power and resistance in historical and contemporary interactions
- Diversity and its relationship to intercultural competency

We may, at times, also discuss the other three:

- The relationship between humans and the natural world
- The analysis and evaluation of personal and social responsibility
- The processes, limitations, and implications of ethical reasoning

Our class will discuss the themes above through the lens of China, India, and the Industrial Revolution. We will explore them through a variety of writings exercises and games.

Goals and Objectives

**Develop Communication Skills:** One goal of the General Studies program is to aid students in “the preparation and presentation of ideas and information orally, visually, and in writing.” In this class, students will learn to “read” and “write” textual, visual, and oral arguments.

**Foster Appreciation for Inquiry:** Another goal for students in General Studies program is “the identification of significant issues, the framing of questions, and the selection of appropriate modes of inquiry to address those questions.” In this class, students will choose assorted topics to exercise their communications skills.

**Acquire Knowledge About Other Cultures:** A third goal for students in the General Studies program is “the understanding of the multiple dimensions of human experience within and across cultures and environments.” In this class, we will be looking at social issues through the lenses of China, the United States, and their people.

#### Academic Honor Code

Elon’s honor pledge calls for a commitment to Elon’s shared values of Honesty, Integrity, Respect and Responsibility. To be clear about what constitutes violations of these values, students should be familiar with the Judicial Affairs policies in the student handbook, including violations outlined at <http://www.elon.edu/e-web/students/handbook/violations/default.xhtml>. Students with questions about the specific interpretation of these values and violations as they relate to this course should contact this instructor. Violations of the academic-related areas will be documented in an incident report to be maintained in the student’s judicial record, and may result in a lowering of the course grade and/or failure of the course with an Honor Code F.

#### Disabilities

If you are a student with a documented disability who will require accommodations in this course, please register with Disabilities Services in the Duke Building, Room 108 (278-6500), for assistance in developing a plan to address your academic needs.

#### Grading Policy

Grades are based on the points received for the items below. Historically, students perform as follows to achieve these points and thus earn their final letter grades.

**Students that receive an A are doing truly exceptional work.** They often have the highest grade in at least two different areas of the class (e.g. Reacting to the Past: Writing and TED: Visuals). These students usually do the assigned reading at least twice, once to prepare before class and once after class to review the material. They are among the most vocal students in class. They also ask the instructor questions during or after class almost every day to clarify their understanding of a topic. These students typically solidify their own understanding of the topics by helping other students in the class.

**Students that receive a B are doing very good work.** They have above average grades in all areas of the the class. They have completed all of the homework and show up to each class. They will answer a question in class regularly. These students usually do the assigned reading at least once.

**Students that receive a C are doing acceptable work.** They may have difficulty in one or two areas of the class (e.g. TED: Visuals and Second Life: Writing) but are succeeding in other areas. Often, they have not completed one or two of the assignments and may have missed a few classes. They will answer a question in class correctly if called upon, but seldom volunteer a response. These students will do the assigned reading when they have a chance, but have likely skimmed or skipped a few chapters.

**Students that receive a D are doing poor work.** They may have difficulty in most areas of the class. They have likely missed more than a few classes and forgotten to do a few assignments. The work that they do turn in is below the standards of their peers. These students may have read the first few chapters, but quit preparing for class after that. If a student does so poorly that the total weighted score drops below a 60%, he or she will receive an F.

The MINIMUM percentage points required for each final letter grade are as follows:

93.0% = A	87.0% = B+	77.0% = C+	67.0% = D+	0% = F
90.0% = A-	83.0% = B	73.0% = C	63.0% = D	
	80.0% = B-	70.0% = C-	60.0% = D-	

The instructor reserves the right make some changes to the syllabus and to lower the requirements for each grade but not raise them. Points will be given as follows:

#### Warm-Up Exercises: Writing and Visuals (20% of Final Grade)

At the beginning of each class, there will be a short (15- to 20-minute) warm-up exercise to teach skills related to “reading” and “writing” text, visuals, and orations. These will sometimes done individually and sometimes be done collaboratively with other students assigned at random. Each exercise will be given a grade of 1 (submitted but completely wrong), 2 (mostly wrong), 3 (mostly correct), 4 (correct), or 5 (correct and amazing).

#### Reacting to the Past: Speaking and Writing (40% of Final Grade)

To better understand the impact of technology on earlier societies, students will participate in two role-playing games. The first is Confucianism and the Succession Crisis of the Wanli Emperor. The second game will be selected by students shortly before

the midterm. Points will be awarded throughout the game for good oral arguments and debates. The final totals will be normalized and will become 20% of the final class grade. Since the game progresses each day, you cannot deliver any missed speeches late. However, since the speaking grades are cumulative, if you miss any one day, you can attempt to make up the points by being more vocal on subsequent days.

Each student will be responsible for writing a paper or papers for the Reacting to the Past game(s). Papers for this game will be graded using the rubric posted on Moodle. Due dates will be announced in-class. Late papers receive an immediate 25% penalty and an additional 1% per hour late. The collection of Reacting to the Past papers submitted are worth 20% of the final grade.

#### Exams (10% of Final Grade)

There will be two exams given at the end of each Reacting to the Past game. The questions will include a mix of multiple-choice, matching, fill-in-the-blank, and similar formats. Each exam will be worth 5% of the total grade.

#### TED Talks : Visuals and Speaking (30% of Final Grade)

Student groups of three will each select one TED talk related to the class to discuss as part of their first presentation. This will be worth 15% of the final grade. They should play up to 5-minutes of the TED clip as part of their own 15-minute student talk. A full rehearsal of the talk (worth 5% of the final grade) must be done during office hours (or during a schedule appointment) at least two days before the in-class performance (worth the remaining 10% of the final grade). Students in the audience are also expected to ask meaningful questions to the speakers and may receive bonus points for doing so. The rubric for these talks can be found on the Moodle site. The same students groups will give a second 5-minute talk of their own during the Final Exam period in a fashion similar to the TED talks, but following the IGNITE formate. This will also be worth 15% of the final grade (5% for the rehearsal and 10% for the in-class performance).

If circumstances make it such that you are unable to be present during the final exam period, you may opt to instead take an essay exam (worth 15% of your grade) at another time as described by the following University-wide guidelines:

*If a student has three or more exams scheduled on a given day, permission to change the scheduled time of one of the exams will be granted by processing a form available in the Registrar's Office. Other requests for changing the scheduled time of a final exam must be authorized by either the Department Chair or the dean of the school/college. When a student misses a final examination, permission must be secured from the appropriate Dean of the college/school to make up the examination (Faculty Handbook, II-10).*

To summarize, 40% for Reacting to the Past games + 30% for TED talks + 20% for Warm-Up exercises + 10% for exams = 100%. Students can access their scores and estimated letter grades on-line via Moodle. Students should consult the instructor for an accurate assessment of their current standings in the course.