



Syllabus: GS 101 Introduction to Global Studies - 27876

Course Information

Term: WINTER 2025

Meeting Time and Location: T Gray Wolf Hall Room 0364 (Hybrid)

Credits: 5.00

Modality: Hybrid

Prerequisite(s): Eligibility for ENGL& 101.

Meeting Time Details

This hybrid class will meet most, but not all, Tuesdays at 1:00pm (until 2:30pm) in GWH 364. The Modules in Canvas will clearly state which weeks we will meet, and which we will not. It is important every student understand when to not show up, to avoid frustration. But you're in doubt, show up because most weeks we will meet. the Tuesday meeting is our best opportunity to engage in discussion, question & answer, and in-person friendly competitions.

There is a good chance, due to the nature of the course, we will move our room to the Cascade Learning Center, but that is not yet final. If the move is made, I will make it abundantly clear to all!

Course Description

Introduction to contemporary global issues, drawing on the integrated knowledge and methodologies of multiple disciplines. Topics include population growth, food and water

insecurities, environmental impacts, patterns of consumption, the fate of indigenous peoples, global health, and civic activism. Writing assignments represent a significant component of coursework.

Instructor Information

The Course Description found above is inaccurate. It is auto-filled data from the official Course Information File which I submitted changes to earlier this year, but EvCC instructional council has not yet approved. Also, it is specific to the former instructor, who has since retired. Here is my own true description of the course:

This course will focus on developing an understanding of global situations, issues, problems and solutions. It will highlight the dramatic global changes which now define our lives. This course will enable you to think and act as a global citizen and anticipate major impacts on your future careers. GS 101 focuses on contemporary global issues, drawing on the integrated knowledge and methodologies of multiple disciplines. The course will improve your ability to communicate through speech; less emphasis will be placed on writing. You will read text, film yourself giving speeches, interact with others in the class, analyze transnational issues, and share your perceptions. Upon completion of this course, you will have a good understanding of the major forces shaping our world and how they present opportunities and challenges to your life.

Now for my Instructor Information

Carson Tavenner

ctavenner@everettcc.edu

Office Hours: Tuesdays 2:30pm - 3:30pm (after class in the same room)

I also have an online "conference room" we could meet in when/if you wish:

Conference "Room" call line: (302) 202-1110, when prompted enter code 193223
Please arrange in advance the day and time for us to connect in the conference "room"

I am also open to connecting via Zoom.

On Being a Global Citizen

I am a practitioner of global citizenship; I have lived, traveled and worked around the world. I have come to believe that **people are the most important thing on the planet!** I look forward to working with you all, building a classroom culture that demonstrates how valuable everyone is in this world. It is a crazy and often harsh world, so we need to work together and not drive ourselves apart!

Student Learning Objectives

By the end of this course, students will be able to:

- Identify the characteristics of global citizenship and subnational actors
- Identify the components of complex global situations, issues, problems, and solutions
- Identify consequences of globalization on the world's environment, health, cultures, government policies, and economies.
- Identify global efforts for peace, human rights and environmental protection.
- Identify key differences between the governance model of the PRC system and the existing international order
- Understand migration, multiculturalism, the limits of culture and the notion of a nation-state

- Research, organize and present coherent speeches on topics in global studies.
- Express different opinions effectively.

Program Learning Outcomes

The following program learning outcomes are assessed in this course:

- Engage and take responsibility as active learners
- Think critically
- Communicate effectively
- Participate in diverse environments
- Utilize information literacy skills
- Demonstrate computer and technology proficiency
- Identify elements of a sustainable society

EVCC Core Learning Outcomes

Everett Community College's Core Learning Outcomes

1. Analytical Thinking: Students will apply quantitative and/or qualitative reasoning skills to solve problems, evaluate claims and support conclusions.
2. Effective Communication: Students will individually and/or collaboratively communicate across multiple expressive modes, applying relevant learned knowledge and demonstrating information literacy and research skills.

3. Equity and Social Justice: Students will evaluate the influence of power and privilege, identify shared and unshared meaning, and/or analyze the sources of their perspectives in advancement of equity and social justice.

How to be Successful in this Course

Do not use the Canvas "To Do" list (found on the right column of the Home Page) as your **only** source of information about what you actually should do. You will miss a lot, and you will get poor grades on your Discussion assignments!

Refer frequently to the Module structure (which I use to construct week-by-week sets of activity). Read everything listed there, watch the class videos, and do the activities found in the "Do" section. I DO NOT GRADE ALL ACTIVITIES but all activities contribute to your learning and development in the course, which does ultimately affect your course outcome and grade.

Get involved in Discussions early; do not wait until the deadline. There are at least two steps before the deadline of every weekly discussion that help you succeed at the discussion as a graded activity. "You get out what you put in" is a very appropriate expression for this graded class activity.

Read all assignment descriptions.

Ask questions. Sometimes you have questions not for me, but for yourself. Therefore...

...Start a notebook for this course. Keep notes on the core concepts and information to help you "own" the material, not just "see" it. Capture your questions, new words you come across, course concepts or information that

needs explaining, and anything else you will wish to review for the final exam. The notebook will not be turned in or graded; you may make the notebook digital or hardcopy, your choice. I recommend you make at least one, short entry every day in this notebook, so you will know what you are doing (or not doing!). This will help you with time management, a perennial challenge to my students.

Be curious. Be yourself. If you think you are not a curious person, ask me to guide you in developing that attribute. I will be glad to help.

Course Technology Requirements

A video camera for recording video speeches. This camera may be on a mobile device, but the quality of submitted work generally increases when the camera is able to remain motionless on a support and not hand-held.

Access to Technology

The Library Media Center loans Chromebooks, netbooks, wifi hotspots, and calculators to currently enrolled students. Contact the Circulation desk for availability and check-out procedures: circulation@everettcc.edu. See the [Technology Resources](#) page for how to access free versions of Microsoft Office 365 and for discounts on other hardware and software.

Assignments

This class is multi-disciplinary in content; therefore it also contains a multi-disciplinary approach to evaluation and class performance. There are four kinds of assignments which multiple instances of each.

Discussion Posts & Responses: You will read, watch, and participate in a great variety of content in this course. All of them are designed to make you

think about the complex relationships between multiple elements of problems and solutions facing the globe. There is a predictable weekly pattern to each discussion.

When we meet in class on Tuesday, the discussion will begin "live" in chatter. Some of those comments and replies will be captured "live" and will count toward the assignment. Therefore, capturing your own contributions in class online will benefit you.

After class, throughout the week, keep posting to the discussion.

The first real deadline for everyone is Friday midnight to make your first post. This deadline is **not** reflected in the Canvas assignment "due by" settings.

Your second and third posts must be made by Sunday midnight (deadline for the assignment).

Posting more than the minimum requirement definitely boosts your discussion grade, and affects your participation grade in the process.

There are ten weeks of posting, but only nine will count towards your final grade. I will excuse the lowest discussion post grade for each student at the end of the course.

Speeches: Most weeks you will have to plan and record a speech. You will use class concepts to structure the ideas in your speeches, bringing in material from your research to give support to your claims. Each speech will develop from the past one by adding the elements of great speech making which I will teach you. There are six speeches. Five will count towards your final grade; I will excuse the lowest scoring speech for all students.

#1 – due week 2; introductory "ice breaker" speech about yourself

#2 – due week 3; speech demonstrating good organization

#3 – due week 4; using a visual aid (incorporating graphics)

#4 – due week 6; improving word choices, vocal variety, and hand gestures

#5 – due week 8; draft/practice of the final presentation

#6 – due week 9; the final presentation is an advocacy video to inspire us to support an NGO or engage in activity

Family Tree & World Timeline: You will study course content in the context of understanding your own personal inheritance and place in the human story. You will be graded on how completely and professionally you build your timeline of world historical events and intersect it with your own family history.

Tests

Test #1 – after week 4

Test #2 – after week 7

Test #3 (FINAL) – after week 10

Most weeks will have a simple, short quiz on that week's theme and/or material.

Class Schedule

The Typical Weekly Schedule (or Rhythm)

Due Date	Assignment Name	Assignment Type
Most Tuesdays	Speech	Video recording (option: in-class speech)

Due Date	Assignment Name	Assignment Type
Most Thursdays	Weekly Quiz	Quiz
Friday (or earlier)	Weekly Discussion	1st post due (input)
Sunday (or earlier)	Weekly Discussion	2nd & 3rd posts (responses)
1st two (2) Sunday nights	Family Timeline	Research project

Class Schedule

Due Date	Assignment Name	Assignment Type	Points
1/8/25	Welcome Survey	Quiz	0
1/12/25	Week One Discussion - 1st post due Friday (10 Jan), full assignment due Sunday (12 Jan)	Discussion	20
1/13/25	Quiz 1	Assignment	10
1/17/25	1st Speech (of 5)	Assignment	30
1/17/25	Quiz 2	Assignment	10
1/19/25	Family Timeline Phase 1	Assignment	30
1/26/25	Week Three Discussion - 1st post due Friday (24 Jan), full assignment due Sunday (26 Jan)	Discussion	20
1/23/25	2nd Speech (of 5)	Assignment	30

Due Date	Assignment Name	Assignment Type	Points
1/23/25	Phone interview (personal introduction)	Assignment	10
1/24/25	Quiz 3	Assignment	10
1/25/25	Week Three Check-up Quiz (Participation grade related, this is not the weekly quiz)	Quiz	25
1/26/25	Family Timeline Phase 2	Assignment	20
1/19/25	Week Two Discussion - 1st post due Friday midnight, full assignment due Sunday	Discussion	20
1/29/25	3rd Speech (of 5)	Assignment	30
2/2/25	Week Four Discussion	Discussion	20
2/3/25	Quiz 4	Assignment	10
2/4/25	Test 1	Quiz	45
2/7/25	Quiz 5 (Corrected)	Assignment	10
2/9/25	Week Five Discussion	Discussion	20
2/20/25	4th Speech (of 5)	Assignment	30
2/13/25	Mid-Course Feedback Survey	Quiz	5
2/14/25	Quiz 6	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
2/16/25	Week Six Discussion - standard due date pattern	Discussion	20
2/23/25	Quiz 7	Assignment	10
2/23/25	Week Seven Discussion	Discussion	20
3/9/25	Week Nine Discussion	Discussion	20
3/14/25	Quiz 10	Assignment	10
3/14/25	Our Last Discussion: A "Discussion of Discussions"!	Discussion	20
3/20/25	Final Exam	Quiz	100
2/25/25	Test 2	Assignment	60
2/28/25	Quiz 8	Assignment	10
3/2/25	Week Eight Discussion	Discussion	20
3/6/25	5th Speech (of 5)	Assignment	50
3/7/25	Quiz 9	Assignment	10

Grades

I will assign points to your graded assignments rather than letter grades. The resulting score will translate to a letter grade for the sake of reporting course grade performance. You will not see me assign letter grades to your work.

The point values in the chart below do not calculate equally in the percentage of final grade. This is because Canvas allows me to assign a percentage weight for each assignment element (posts, speeches, tests, etc.) independent of the points that element's assignments are worth. I want the various parts of this course to be relatively equally weighted. But I don't want to use a 30-point grading rubric for your weekly posts; 20 works fine. But with the increased complexity involved in a speech, I want to use a 30-point grading rubric. Nevertheless, in terms of grade impact, discussion posts are equal to tests.

Graded elements and percentage weights

Assignment	Points	Percentage of Final Grade
Discussion Posts	20 each (180 total; lowest is dropped)	20%
5 Speeches	30 each (150 total)	15%
Final Speech	60	6%
3 Tests (includes comprehensive final)	variable	20%
Quizzes	10 each (100 total)	12%
Participation	50 each (150 total)	20%
Family Timeline	30 each (60 total)	7%

Late Work

- 5% from earned score when turned in after the due date but within 1 hour
- 10% from earned score when turned in between 1-24 hours after the due date

-20% from earned score for work turned in between 1-7 days after the due date

-25% from earned score for work turned in one week or later after the due date.

Academic Integrity

As part of an academic community, EvCC students are expected to submit only their own work and avoid occurrences of plagiarism. This includes submitting answers that are not your own on quizzes and exams. The [Writing Center's Avoiding Plagiarism Guide](#) includes resources for understanding what plagiarism is and how to avoid it.

Accidental or intentional use of someone else's work, ideas, research, or writing without attribution of the source may result in a failing grade on the assignment or a failing grade in the course. This decision will be dependent on the nature and extent of the use. Any incidents of this type will be reported to the Dean of Student Development as a violation of the Student Conduct Code, which is described in the [Student Rights and Responsibilities handbook](#).

Cheating, plagiarism, and other forms of lying demonstrate a lack of integrity and have no place among my students. I have disciplined several college students in my past courses over cheating behaviors, including plagiarism. In one instance I pursued the matter to the conclusion of the student's dismissal from the institution in their senior year. I expect there to be no trouble with academic integrity in this course, but where it is discovered I will follow EvCC policies.

Generative AI Statement

Generative AI, such as Chat GPT, Dall-e, Gemini, Claude, etc., may be used as tools to generate ideas and organize thoughts but it should not be used to replace student work for this class. AI is often biased, inaccurate, and is not reflective of you as a learner. You

are responsible for analyzing and fact-checking AI-generated results before using them in your work. If AI is used in your work it should be used minimally and cited. Using AI as a replacement for your work, for the majority of your work, and/or not citing the use of AI will be treated as a violation of the Student Conduct Code and reported to the Dean of Student Development (See above).

Important Dates

Registration and payment dates, application and refund deadlines, the final examination schedule and all other information related to the academic year and each individual quarter is available [on the college website](#).

Flexibility Statement

I have attempted to make this syllabus as comprehensive and accurate as possible and I may occasionally need to make small adjustments during the quarter. I will announce any changes in class or notify you in writing and in Canvas.

Support for Students

Students are encouraged to read the [Student Rights and Responsibilities Handbook](#) to be aware of their full scope of rights. Here are a few policies and student support services that are useful for you to know.

Academic Grievance Procedure

If a student has evidence that they have been: Unfairly treated in matters related to grading, course policies or expectations; falsely accused of cheating; or inappropriately penalized for alleged cheating; they may be said to have an academic grievance. Students can approach any member of the campus community whom they trust for guidance on following the formal and informal [academic grievance procedures](#).

Accessibility

In accordance with the [Americans with Disabilities Act Policy](#), EvCC is committed to ensuring that classes are accessible to all students, including those with visible and invisible disabilities. If at any point a student is not able to access the space, content, or experience of a course they should contact the [Center for Disability Services](#) (425-388-9272, or cds@everettcc.edu).

Basic Needs

It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, or nutrition. [EvCC's food pantry](#) is available for walk-ins and by appointment. [Student Emergency Assistance Grants](#) are also available for unexpected emergencies.

Civility

As outlined in the [campus civility statement](#), Everett Community College is committed to providing a safe learning and working environment. The expectation is that all students will conduct themselves in a civil, respectable and appropriate manner as a responsible member of the college community. [The Student Rights and Responsibilities Handbook](#) identifies and describes college expectations, students' rights, and outlines the process for resolving disciplinary matters, including Student Code of Conduct violations. The provisions of the Student Code of Conduct apply to all students whenever they are on the college campus, in college housing, or engaged in college-sponsored activities and functions.

Counseling

Everett Community College Counseling & Student Success (CSS) offers appointments for currently enrolled students with professional counselors for Academic/Educational Counseling, Career Counseling, and free short-term Personal Counseling, as well as

referral to community resources to help students adjust to, cope with, and succeed in college. To make an appointment, visit Parks Student Union, 3rd Floor, call 425-388-9263, or email counseling@everettcc.edu.

Faith and Conscience Leave

Everett Community College students are entitled to [two days of excused absences](#) per academic year (summer quarter through the end of spring quarter) for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. Such absences must be requested in writing within the first two weeks of the class or the first week for a late start class and may not incur additional fees for students.

Land and Labor Acknowledgements

We are taking this opportunity to acknowledge that the land Everett Community College campuses reside on are the traditional and ancestral lands of the Tulalip (ta-lay-lup) Tribes, the Sauk-Suiattle (sock swa-ttle) Indian Tribe and the Stillaguamish (still-a-gwamish) Tribe of Indians. The main campus is built upon the ancestral territory of the Hibulb (hee-bulb) Village, which once stood as a rich cultural, economic, and political center for the Snohomish (sna-hoe-mish) Tribe. After European American arrival, the Snohomish (sna-hoe-mish) people, along with several other tribal nations, negotiated the Treaty of Point Elliott and relocated to what is now the Tulalip (ta-lay-lup) Reservation. It is our goal that by remembering the nations who have been here since time immemorial, we acknowledge the truth of our past and join together in building bridges of understanding and collaboration for the empowerment of indigenous students and their communities.

We acknowledge that so much about our country—its culture, its economic growth, and its development—has been made possible by the labor of enslaved Africans and both their ascendants who suffered the horror of the transatlantic trafficking and chattel slavery, and their descendants who suffered the long shadow of Jim Crow. We

acknowledge the transgenerational legacy of the violence they endured and its impact that continues to burden lives today. We likewise acknowledge our nation's historical and continuing exploitation of and reliance upon immigrant and migrant labor, workers who to this day toil in difficult, dirty, and dangerous working conditions, making the American way of life more accessible and affordable for the majority while socioeconomically able to enjoy but few of the fruits of their own labor. Let us embrace the responsibilities for transformative action—both individual and collective—implicit in these acknowledgements.

Help with Technology

For help with Canvas, Panopto, or Zoom, contact eLearning at elearning@everettcc.edu or visit the [eLearning website](#). For help with logins, passwords, and email, contact IT at helpdesk@everettcc.edu or visit the [IT help desk website](#).

Non-Discrimination Statement

Everett Community College offers equal opportunity in education and employment. For more information, visit the Equal Opportunity and Title IX website: EverettCC.edu/EqualOpportunity.

Pathways Coaches

Pathways coaches are available to help you navigate your college experience, including helping you navigate academic resources and services and build out a success plan. They are available to meet in person or over Zoom. See the [EvCC Pathways Coaches page](#) for contact information for your Pathways coach.

Title IX Policy and Procedure

Everett Community College is committed to providing a safe and inclusive environment for learning and working at the college. The Director of Equal Opportunity and Title IX Programs is the person designated by the college to receive concerns or complaints of protected class discrimination or harassment, including sex-based harassment. Protected class characteristics include race, sex, gender identity, disability, and pregnancy, among many others. Faculty made aware of conduct or experiences that meet discrimination and harassment definitions are required to make a report to the college, so that the college can provide support to an impacted person. Review the college's nondiscrimination policies and procedures on the [Equal Opportunity and Title IX web pages](#) for more information about protected classes, prohibited conduct definitions, support resources on and off campus, and contact information for the Director of Equal Opportunity and Title IX Programs.