FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Douglas Friedman Phone: 3-5701 Email: friedmand@cofc.edu

Department or Program: International Studies School: LCWA

Subject Acronym and Course Number: INTL 120

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Adding new course INTL 120 Economics of Globalization. This course has been taught successfully several times as a special topics course. The INTL major will add the course to its choice of required courses under International Politics, History and Geography (will be revised to be International Politics, History, Geography and Economics). The original plan for the INTL major included an introductory global economics course in this introductory category but had to abandon it because there was no existing course and the Economics department could not staff a new course. With a joint appointment with the Economics department INTL is now able to staff this course which importantly introduces economics concepts to INTL students in the context of globalization, a major theme in INTL curriculum.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

NONE
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: __________ School: __________ Subject Acronym: __________ Course number: __________

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study  Pass/fail? ☐ yes ☐ no
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: __________

Course description (maximum 50 words, exactly as it appears in the catalog): __________

Restrictions (pre-requisites, co-requisites, majors only, etc.): __________

Cross-listing, if any: __________

Is this course repeatable? ☐ yes ☐ no  If yes, how many total credit hours may the student earn? __________

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: International Studies  School: LCWA Subject Acronym: INTL  Course Number: 120

Credit hours: 3 lecture ___ lab ___ seminar ___ independent study  Pass/fail? ☐ yes ☐ no
Contact hours: 3 lecture ___ lab ___ seminar ___ independent study

Course title: Economics of Globalization

Course description (maximum 50 words, exactly as it appears in the catalog): This course introduces topics surrounding economic globalization. It examines the historic and current economic causes and consequences of global integration. Topics include history of globalization, the role of international trade, post-WWII global monetary system and financial integration. It evaluates the arguments on both sides of the globalization debate as well as globalization’s effects on domestic economies and policies, labor markets, production, and on the environment (among other topics)

Restrictions (pre-requisites, co-requisites, majors only, etc.): NONE

Cross-listing, if any (submit approval from relevant department): NONE

Is this course repeatable? ☐ yes ☒ no  If yes, how many total credit hours may the student earn? __________

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no  What is the fee? $________

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no
If so, which course? __________

Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.
NONE

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. Students will demonstrate an understanding of basic international economic concepts that will allow them to critically think about current international economic issues.

| 1. Students will demonstrate an understanding of basic international economic concepts that will allow them to critically think about current international economic issues. | Each student will be required to take exams throughout the semester dealing with the material covered in the class. These exams will require students to understand, explain, and apply international economic concepts and topics. Exam Assessment outcomes: A - demonstrates full understanding of concepts B - demonstrates understanding of concepts with minor errors C - demonstrates some understanding of concepts with some major errors D - demonstrates minimal understanding of concepts F - fails to demonstrate understanding of concepts. In addition, students will be required to write periodic short papers dealing with current events in the media. Students will be asked to relate what they see/read in the media to topics from the course. Students who understand the course topics and are able to explain them should do well in both of these types of assessments. Paper Assessment Outcomes: Excellent: Students who demonstrate an understanding of the concepts presented in class and are able to tie these concepts to the current events in a coherent and sophisticated manner Good: Students who demonstrate full understanding of the concepts presented in class and are able to tie these concepts to the current events. Needs Improvement: Students who demonstrate some understanding of the concepts presented in class but cannot tie these concepts well to the current events. In this case, the student needs to improve on his ability to tie the material to current events. Poor: Students who demonstrate little to no understanding of the concepts presented in class and cannot tie these concepts at all to the current events. |

2. Students will demonstrate effective writing skills through the completion of short papers and one term paper that will

| 2. Students will demonstrate effective writing skills through the completion of short papers and one term paper that will | Each student will be assessed on their writing skills through the completion of periodic short papers throughout the semester dealing with current events in the media (3-4 pages long each) and a term paper to be completed by each student |

Page 3 of 6
incorporate the topics and concepts discussed in the class. and submitted at the end of the term (8-10 pages long). Each of these assignments will have a component dealing with grammar and writing skills.

Assessment outcomes:
Excellent: Student’s language is lively and precise. S/he combines clauses and phrases effectively and with purpose; s/he tailors prose style to the needs of the audience; s/he uses rich but not overly formal language. S/he consistently uses academic English language conventions, using punctuation to deliberately signal relationships among ideas, clarify meaning, and strengthen effect.
Good: Student’s language is clear; sentences are complete and varied; writer anticipates the reader’s needs. S/he shows control of English language conventions and uses punctuation to strengthen rhetorical effect; errors are “first-draft” in nature and errors do not interfere with meaning.
Needs Improvement: Student’s language is simple. Sentences employ some redundant or awkward structures; writer shows some awareness of the reader in language and vocabulary selection. S/he makes grammar, usage, and punctuation errors that may confuse or dilute rhetorical effect.
Poor: Student’s language is general and/or inappropriate, contains fragments and run-ons; writer confuses self and audience. Writer makes consistent errors that confuse a reader’s basic understanding and interfere with meaning.

3. Through the study of economics of globalization, students will acquire knowledge about other topics of globalization in complimentary fields such as history and political science. As a result, student will be encouraged to think in a multidisciplinary setting and to analyze issues using a multidisciplinary approach.

Each student will be required to write a term paper to be submitted at the end of the term on a topic relevant to material covered in the course. Acceptable paper topics will deal with a current topic in economics of globalization. In the process of writing the term paper, students will need to research their topic and, due to the nature of international economic topics, they will have to use materials from other fields such as history and political science. The completion of the term paper with required research and background will be graded and part of the term paper grade will be based on the student’s incorporation of material from various disciplines in order to form a coherent and well thought-out research paper. Assessment Outcomes:
Excellent: Student’s research incorporates ideas and evidence from at least two other fields. The information is highly relevant and adds to the paper’s overall argument.
Good: Student’s research incorporates ideas and evidence from at least one other field. The information is relevant and adds support for the paper’s argument but additional information is needed.
Needs Improvement: Student’s research incorporates ideas and evidence from at least one other field. The information may be relevant but is not well incorporated into the paper’s main argument.
Poor: Student fails to incorporate ideas and evidence from any outside field.
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course aligns with the major program learning outcome:
Graduating majors in International Studies will be able to critically analyze current and historical global issues from more than one regional perspective.
Content is introduced and reinforced.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

The INTL major will add the course to its choice of required courses under International Politics, History and Geography (will be revised to be International Politics, History, Geography and Economics).

The INTL minor will add the course to its choice of required courses under International Politics, History, Geography, Culture and Literature (will be revised to be International Politics, History, Geography, Economics, Culture and Literature).

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature]
Date: 1/22/13

2. Signature of Academic Dean:

[Signature]
Date: 1/22/13

3. Signature of Provost:

[Signature]
Date: 2/4/13

4. Signature of Business Affairs (only for course fees):
5. Signature of Curriculum Committee Chair:

_________________________________________ Date: ________________

☐ fee approved on ________________

☐ BOT approval pending

6. Signature of Faculty Senate Secretary:

_________________________________________ Date: ________________

Date Approved by Faculty Senate: ________________
Instructor: Beatriz Maldonado
Email: maldonadobirdba@cofc.edu
Office: Beatty Center, Room 325
Office Hours:

Meeting Times: 

Class Location: 

Course Description: This course introduces topics surrounding economic globalization. It examines the historic and current economic causes and consequences of global integration. Topics include history of globalization, the role of international trade, post-WWII global monetary system and financial integration. It evaluates the arguments on both sides of the globalization debate as well as globalization’s effects on domestic economies and policies, labor markets, production, and on the environment (among other topics)

Textbook and class materials:
- There is no required text for this course.
- Oaks: Reading materials, including excerpts from textbooks and articles as well as homework materials/practice problems will be posted here. You can access Oaks through My Charleston (https://my.cofc.edu/) or directly at https://lms.cofc.edu/
- Videos on Oaks: There are a number of videos that make up part of the assignment and preparatory work which will also be posted on Oaks. We will not watch any of the videos in class. You are responsible for watching these videos on your own time and taking notes for class discussion.
- Email: I will often send out emails to the class about upcoming deadlines and events that are relevant to the class. Please make sure to regularly check your university email.

Learning Objectives:
Students will demonstrate an understanding of basic international economic concepts that will allow them to critical think about current international economic issues.

Students will demonstrate effective writing skills through the completion of short papers and one term paper that will incorporate the topics and concepts discussed in the class.

Through the study of economics of globalization, students will acquire knowledge about other topics of globalization in complimentary fields such as history and political science. As a result, student will be encouraged to think in a multidisciplinary setting and to analyze issues using a multidisciplinary approach.
Grades:

- **Reading quizzes and homework**: Quizzes consisting of multiple choice and/or short response to readings, articles, or videos will be given during class. **There are no make-up quizzes**. The two lowest grades in this category will be dropped.

- **Current Events**: Short papers describing current events in the news and how they relate to topics in the class will be assigned throughout the semester.

- **Paper Project**: A final paper on a topic related to one or more of the topics introduced through the semester. More details will be given as the project approaches.

- **Midterms**: There will be TWO midterms. The **tentative** date for the first midterm is February 8, 2013 and for midterm 2 is March 15, 2013.

- **Final Exam**: There will be a comprehensive final exam which will be given on the university schedule final exam time

- **Final Grade Calculation**: The final grade in this class will be calculated as follows:
  
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes and Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Current Events</td>
<td>5%</td>
</tr>
<tr>
<td>Paper Project</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm 1</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

- **Grading Scale**:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

**Attendance**: Although there will be no formal attendance policy, attendance at every meeting is highly recommended as there will periodically be homework quizzes during class time. If you have missed class, you will need to obtain a copy of the notes from another student. The instructor will NOT provide copies of class notes.

**Reasonable accommodation policy**: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me at least 48 hours before accommodation is needed.
**Honor Code:** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)
Tentative Course Outline:

Week 1: Introduction: What is Globalization?
- What is Globalization?
  (Video – posted on Oaks, watch at home)

Week 2: Basic Economic Concepts
- Class Notes - Resources, Choices, Opportunity Cost, Incentives, marginal production, Supply and demand

Weeks 3 and 4: Globalization from a Historic Perspective
- Commanding Heights: The Battle for the World Economy - Chapter 1
  (Video – posted on Oaks, watch at home)
  - Chapter 1 – Global Capitalism Triumphant
  - Chapter 11 (p. 253-263) – Reconstruction East and West
  - Chapter 12 (p.278-283, 287-296) – The Bretton Woods System

  - Chapter 7 – Institutions of Globalization (p. 117-137)
- International Monetary Fund History. [http://www.imf.org/external/about/histcoop.htm](http://www.imf.org/external/about/histcoop.htm)
  (visit website, read the page and watch the short video provided – at home)
  (Video – posted on Oaks, watch at home)

Week 6: International Economics Basics
- Class Notes – Exchange Rates, Monetary Unions, Foreign Reserves, Capital
- Foreign Direct Investment
Weeks 7 and 8: International Trade
  (Video- posted on Oaks, watch at home)
  - Chapter 12: “Trade and Globalization: The good news about Asian sweatshops”
- Balko, Radley. “Sweatshops and Globalization”

Week 9: Fair Trade
- *Tipping the Balance: What is Fair Trade?*(Video – Posted on Oaks, watch at home)
- *Do Farmers Benefit From Fair Trade?* (Video – Posted on Oaks, watch at home)
- *Fair Trade Is Not So Fair*  (Video – Posted on Oaks, watch at home)

Weeks 10, 11, and 12: International Finance and Financial Crises
- *Mexican Peso Crisis News* (Video – Posted on Oaks, watch at home)
- *Asian Financial Crisis* (Video – Posted on Oaks, watch at home)
- 2008 Financial Crisis:
    - Parts 1, 2, and 3 (Video – Posted on Oaks, watch at home)
- European Crisis:
    (Video – Posted on Oaks, watch at home)

Week 13: Globalization and Development
- Rosling, Hans. (2006). *Stats that Reshape Your Worldview.* TED Talks (watch at home)
- Aid and Development
  - CBC News interview of Dambisa Moyo (Video – posted on Oaks, watch at home.)
    - Chapter 3 Part 2: Ayittey, George B. N. “Can Foreign Aid Reduce Poverty? – No.”
**Week 14**: Economics Globalization and the Environment
  - Chapter 7 (pg. 249-257): “Environment: The Hidden Cost of Everything”
  - Chapter 11: “Environment in Peril?”

**Weeks 15 and 16**: The Rise of the Rest and other topics
The Rise of the Rest:

Immigration:
  - Chapter 14: “International Flows of Humanity”

Energy:
  - Chapter 3: “Energy: Twilight of the Hydrocarbons”
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Douglas Friedman Phone: 3-5701 Email: friedmand@cofc.edu

School: LCWA Department or Program: International Studies

Name and Acronym of Major: International Studies INTL

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
  ☒ Add an existing course to requirements or electives
  ☐ Add a new course to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives
  ☐ Add or modify concentration, emphasis, or track (Note that emphases under 18 hours will not be noted on the transcript. All concentrations, emphases, tracks, etc., with 18 hours or more are called “concentration” on the transcript.)

☐ Terminate Program (fill out C, F, G, and H)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate emphasis, concentration, or track

C. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it.

I. Adding new course INTL 120 Economics of Globalization. This course has been taught successfully several times as an special topics course. The INTL major will add the course to its choice of required courses under International Politics, History and Geography (will be revised to be International Politics, History, Geography and Economics). The original plan for the INTL major included an introductory global economics course in this introductory category but had to abandon it because there was no existing course and the Economics department could not staff a new course. With a joint appointment with the Economics department INTL is now able to staff this course which importantly introduces economics concepts to INTL students in the context of globalization, a major theme in INTL curriculum.

II. Add: HONS 166 Honors World Politics to the International Politics, History and Geography (will be revised to be International Politics, History, Geography and Economics) category since it is the equivalent to POLI 103 which is already a course choice.
### D. CURRICULUM
For revised programs, please attach the complete curriculum. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee's Course Form and a sample syllabus.

ATTACHED

### E. STUDENT LEARNING OUTCOMES AND ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate an ability to think globally from the perspectives of multiple disciplines.</td>
<td>In Spring 2013 students in all INTL 100 courses will be required to complete a common written assignment (see below under “Common Assignment”). The INTL assessment committee will read a random sample of this common assignment in INTL 100 to see how students demonstrate their abilities. 80% of the sample will have demonstrated their ability to think globally from the perspectives of multiple disciplines. THE COMMON ASSIGNMENT: The INTL 100 Introduction to International Studies course will include an essay assignment of approximately 1200-1500 words. The goal of this assignment is for students to demonstrate knowledge of globalization at the local, national, and/or international level. This paper assignment asks students to demonstrate that knowledge by connecting an aspect of globalization studied in class to an issue or current event that they investigate outside of class. In this way students will demonstrate their knowledge of globalization as well as begin to pursue their individual interests in the field of international studies.</td>
</tr>
<tr>
<td>2. Graduating majors in International Studies will be able to critically analyze current and historical global issues from more than one regional perspective.</td>
<td>Students write a research paper in the Capstone course, INTL 495. 90% or more of the students will receive an A range or B range grade on this learning outcome component of the overall paper grade.</td>
</tr>
<tr>
<td>2. Students will demonstrate their ability to track the progress of their knowledge of global affairs from the beginning to the end of their major. (Portfolio)</td>
<td>Students will assemble and complete an academic student portfolio. This portfolio will contain hard copies of graded written work from courses in the major. Every portfolio must have at least one example of graded written work from a course at the introductory 100 level, at least one example of graded written work at the intermediate 200 level, at least one example of graded written work at the advanced 300 level, and a clean hard copy of the completed research paper or other major project from the capstone course, INTL 495. During the final semester of their undergraduate career students must write a 1500-2000 word ungraded “Reflective Essay” which assesses their academic development from the beginning to the end of their major. Students must turn in this completed student portfolio in hard copy to the INTL Office (with hard copies of at least 4 examples of graded written work) in order to graduate. The “Reflective Essay” will be submitted in hard copy to the instructor of record in their INTL 495 capstone course. Members of the Assessment Committee will review the Student Portfolios and read the Reflective Essays annually. These portfolios will function as an assessment tool for regularly improving the International Studies major. The required student portfolios will begin with declared majors starting in FALL 2013</td>
</tr>
</tbody>
</table>
Additional Outcomes or Comments:

F. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please describe the effect on all programs that will be impacted; if you are adding or changing a minor, please explain any overlap with existing programs at the College.

NONE

G. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

NONE

H. CHECKLIST

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☒ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☒ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

I. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

[Signature] Date: 1/22/13

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2. Signature of Academic Dean:

[Signature]

Date: 1/22/13

3. Signature of Provost:

[Signature]

Date: 2/4/13

4. Signature of Curriculum Committee Chair:

[Signature]

Date: 

5. Signature of Budget Committee Chair:

[Signature]

Date: 

6. Signature of Academic Planning Committee Chair:

[Signature]

Date: 

7. Signature of Faculty Senate Secretary:

[Signature]

Date: 

Date Approved by Faculty Senate: 

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FACULTY CURRICULUM COMMITTEE  
MINOR FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.
Name: Douglas Friedman Phone: 3-5701 Email: friedmand@cofc.edu
School: LCWA Department or Program: International Studies
Name and Acronym of Minor: International Studies INST

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.
- [ ] Add a New Minor (complete all portions)
- [X] Change an Existing Minor (complete C, D, E, G, H, and I)
  - [X] Add existing course or courses to requirements or electives
  - [X] Add new course(s) to requirements or electives (attach completed course form for each)
  - [ ] Delete courses from requirements or electives
- [ ] Terminate a Minor (complete D, G, and H)

C. GENERAL INFORMATION.
Number of Current Hours (for existing minors): __18____
Number of Proposed Hours (for new or changing minors): __18____

Catalog year in which changes will take effect: Fall 2013 ____________

[X] Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?

[ ] Yes—Which major(s) or concentration(s)? ______________
[X] No

D. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it.
In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.
I. 
Adding new INTL (International Studies course) INTL 120 Economics of Globalization to choice of courses in Category B – International Politics, History, Geography, Culture and Literature
The category includes broadly global oriented introductory courses in social sciences and humanities. This addition will give students a choice of course that will help prepare them for many of the electives they may choose to complete the minor.
Category B will be renamed: International Politics, History, Geography, Economics, Culture and Literature

II. 
Add: HONS 166 Honors World Politics to the International Politics, History, Geography, Economics, Culture and Literature category since it is the equivalent to POLI 103 which is already a course choice.

E. CURRICULUM. Please attach the complete curriculum for the minor. Distinguish between required and elective courses, and note any prerequisites, co-requisites, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog.
ATTACHED

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1.</td>
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</table>

How does this minor align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this minor?

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please describe the effect on all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.
NONE

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.
NONE

I. CHECKLIST.
I have completed all relevant parts of the form.

I have attached a cover letter that describes my request and lists all the documents I am submitting.

I have attached a Course Form for each newly-created or modified course.

(For proposals that affect other departments in any way) I have attached an acknowledgment from the relevant department.

I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.

J. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature] Date: 1/22/13

2. Signature of Academic Dean:

   [Signature] Date: 1/22/13

3. Signature of Provost:

   [Signature] Date: 3/4/13

4. Signature of Curriculum Committee Chair:

   [Signature] Date: 

5. Signature of Budget Committee Chair:

   [Signature] Date: 

6. Signature of Academic Planning Committee Chair:

   [Signature] Date: 

7. Signature of Faculty Senate Secretary:

   [Signature] Date: 

Date Approved by Faculty Senate: 

Page 3 of 3
International Studies Minor

Phone: 843.953.5701

Douglas Friedman, Director/Coordinator

The international studies minor is an elective program which provides a structured course of study designed to acquaint students with the international community. Completion of this minor course of studies will provide an important background for individuals planning careers in government, private enterprise, or non-governmental institutions.

Requirements

Credit Hours: 18

At least nine hours in the minor at the 200 level or above must be earned at the College of Charleston.

Core: Nine hours to include:

INTL 100 Introduction to International Studies and one course from each of the following two categories:

A. Interdisciplinary Studies

ASST 101 Introduction to Asian Studies
AFST 101 Introduction to African Studies
LACS 101 Introduction to Latin American and Caribbean Studies
CPLT 200 Introduction to Comparative Literature

B. International Politics, History, Geography, Economics, Culture and Literature

POLI 103 World Politics
HONS 166 Honors World Politics
HIST 104 World History since 1500
GEOG 101/POLI 104 World Regional Geography
RELS 105 World Religions
INTL 120 Economics of Globalization
ENGL 233 Survey of Non-Western 20th Century Literature
or
Any 200-level Foreign Literature in Translation survey course (i.e., LTPO, LTRS, LTFR, etc.)

Electives: 9 hours
Nine hours directed toward a specific non-US geographic area (for example, Europe, Africa, Latin America, Asia, Middle East, etc.) or theme (for example, international human rights; international economy; international security, etc.) determined in consultation with the student's International Studies advisor.