

GBL102H – Manchester: Industrialization and Scientific Progress, Benefits and Costs
Syllabus for Spring 2017 **4 Credit Hours** **TR 11.30am-12.45pm**

Instructor: Sarah A. Winget	Co-leader: Matthew Ruby	Student Ambassador: Joanna Risby '17
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Office Hrs for Dr Winget: Mon 10.30-11.30am, Thu 1-2pm. Room BSC 103W

Appointments: Appointments may be made with the various course leaders by email.

General Course Description: This 4-credit course is the core course in the Global Learning curriculum of Summit. It introduces first-year students to global structures, systems and processes and connects these concepts to first-hand immersion experiences. Drawing on a variety of disciplines, interests and expertise, the course explores complex and interdependent relationships across the globe. Students will examine a set of global themes through common readings, dialogue and small group discussions. These learning experiences will enable students to identify, describe and evaluate critical assumptions surrounding global issues. This course also prepares students for their first-year immersion experience, providing them with the knowledge to recognize how global processes operate in a specific location, as well as the skills to engage in meaningful intercultural communication.

The four common topics for all sections of GBL 102 are:

- Journeys: Why Travel?
- Imperialism/Colonialism/Diaspora
- Globalization
- Identity/Self/Other/Culture

Description for this section: Manchester, the world's first industrialized city, is the second largest city in England after London. Manchester is known for its diversity, political activism, creative digital media, soccer, and science/engineering. Manchester was designated the European City of Science for 2016. In this course, we will probe the relationship between industrialization and great leaps in scientific discovery, leaps that are ongoing today. We will therefore discuss a variety of world-changing scientific ideas that originated in Manchester, from the world's first steam-powered cotton mill in 1783, to the theory of the atom in 1805, and on to groundbreaking experiments with the novel material known as Graphene in 2004. We will also analyze how the industrial and scientific history of Manchester created a city with a strong record of political activism and edgy creativity. We will therefore also look at some non-scientific change-makers from Manchester. The industrial revolution that began in Manchester changed the planet in an immeasurable number of ways, and we will study both the positive and negative aspects of these changes, including discussion of the significant human cost.

Learning Objectives for GBL102: Upon completion of this course students will be able to:

1. Identify, explain, and analyze global themes, processes, and systems:
 - Students will be able to identify and describe through at least two different examples of how globalization relates to the particular section topic and analyze its impact on the journeys destination.
2. Critically examine the relationship between dominant and marginalized cultures, subcultures or groups:
 - Using specific examples from their journeys course and the immersion experience, students will be able to compare and contrast the impact global processes have on dominant and marginalized cultures.
3. Demonstrate knowledge and skills essential for global engagement:
 - Students will be able to evaluate some of the historical, political, economic, scientific, and cultural forces that shape global processes and outline topics for future research and analysis.
 - Students will develop their ability to engage across differences.
 - Based on their interactions with and their learning from community members at the Journeys destination students will critically reflect on their own values, ethics, and assumptions.

Learning Objectives for this section: Upon completion of this course students will be able to:

4. Compare and contrast benefits and costs of industrialization and scientific progress
5. Discuss the scientific details of a world-changing scientific/engineering innovation
6. Strategize navigation of a new travel experience

Required books:

1. *A Small Place*, by Jamaica Kincaid
2. *Empire of Cotton: A Global History*, by Sven Beckert
3. A writing journal of your choice, easy to use standing up outside on a rainy day!

Moodle (<http://courses.agnesscott.edu/>): Moodle is a web-based course management system that will be used in this course. The syllabus, grades, assignment details, class materials and additional readings will be posted for your access.

Absolute Grading Scale:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

Note: Student grades will not be curved

Course Requirements:

Assignment	% of course score	Learning Objective (1-6)
10 blog reflections	10	1-3, 6
Individual page on Manchester innovation	10	3, 5
Group presentation on Manchester innovation	15	3, 5
Group travel brochure page	10	6
Group presentation of travel brochure page	5	6
Individual presentation of identity posters	15	3
Common Assignment for all sections (Mapping)	5	1-3
Individual final project/presentation	20	1-4
Participation (domestic)	5	1-6
Participation (travel)	5	1-6

Workload Statement: GLB 102 is a four-credit course but meets for only 3 hours per week. Therefore, in addition to the time spent in class, you should expect to spend at least one hour a week reading about current events related to the UK, attending a course film screening or dinner, or working on your final project and presentation. You should be prepared to spend an additional 6-8 hours per week outside of class preparing for class, doing the assigned readings and completing assignments.

Travel Component: During the travel component you will have the opportunity to learn more about Manchester, its citizens, and yourself (especially who you are as a “traveler”). The rules for traveling with the members of this class are necessarily strict, as we will be a large group of visitors in a foreign city. We will discuss specific parameters during class, and please note that misconduct could be grounds for sending you home from the trip early. Please also note that passing this course is required for graduation and participation in the trip is a required part of this course. If you cannot participate in the travel component, consult Dr. Meyer-Lee as soon as possible.

In-class participation: This is an interactive course and students are expected to participate actively in class activities and to contribute meaningfully to class discussions. It is expected that students act in a professional manner. You’re welcome to respectfully state that you don’t agree with someone’s opinion but please refrain from personal attacks. Cell phones and computers should be put away during class, unless needed for the occasional in-class activity (or for a learning accommodation). Research shows that students learn better when they take notes by hand, so most notes should be taken in your journal. **Failure to meet the expectations stated above may result in a deduction of up to 5 percentage points from your final course grade.**

Late Assignment Policy: Two (2) percentage points will be deducted from the assignment grade for each day the assignment is late up to a maximum of 7 days (after 7 days the student will receive a zero grade for the assignment), unless the student has requested an extension in advance. An extension depends on the circumstances and is not guaranteed. **You must provide me evidence of the work that you have already completed (a draft, a list of references, etc.) when you request an extension.**

Attendance Policy: This course places an emphasis on class discussion, thus your attendance is extremely important. Please make sure to sign the attendance sheet each class. **You are allowed two absences in this class without penalty and where no excuse is required. Each absence beyond two will result in a 2 percentage point reduction of your final grade.** The only exceptions that will be made are for absences that are sanctioned by Agnes Scott College or approved absences (e.g. absences resulting from participation at some ASC sanctioned event as an official representative of ASC), or for classes missed in observance of a religious holiday. Please notify the professor of all planned absences (sports events, religious holidays) in advance. You will also lose points for chronic tardiness. Three (3) tardies will be counted as one absence. Six (6) tardies will count as two absences and so forth

Academic Honesty: The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be

completed independently.

- be truthful about the submission of work, which includes the time of submission and the place of submission

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

Please include this statement, and your signature, on all assignments.

I pledge that I have neither given nor received any unauthorized aid on this assignment.
(Signed) _____

Course Evaluation: Near the end of the semester you will be notified by email, and provided with a link to follow, to complete course evaluations online outside of class. You are expected to complete the them as your feedback is extremely valuable to your instructor, the department, and the administration. Of particular importance are constructive comments that help the instructor improve the course.

Accommodations: Agnes Scott College seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, please contact Kelly Deasy Roy in the Office of Academic Advising (X6150) to make or complete the registration process. Once registered, please contact your instructor by email in order to make an appointment to discuss the specific accommodations needed for this course.

Inclusion: This course adheres to the principles of diversity and inclusion integral to the Agnes Scott community. We respect people from all backgrounds and recognize the differences among our students, including racial and ethnic identities, religious practices, and gender expressions. We strive for our campus to be a safe space in which all students feel acknowledged and supported. We request and invite your thoughtful and constructive feedback on ways that we can, as a community of learners, respectfully assist and challenge one another in our individual and collective work.

Title IX: For the safety of the entire community, any incidence of, or information about, sexual misconduct must be reported immediately to Title IX Coordinator Marti Fessenden (mfessenden@agnesscott.edu, 404-471-6547), Deputy Title IX Coordinator Karen Gilbert (kgilbert@agnesscott.edu, 404-471-6435), or Vice President for Student Life and Dean of Students Karen Goff (kgoff@agnesscott.edu, 404-471-6449).

This course adheres to the principles of diversity and inclusion integral to the Agnes Scott community. We respect people from all backgrounds and affirm people's decisions about gender expression and identity. Please feel free to correct Dr. Winget if your preferred name or gender pronoun are different from that listed on the class roster.

DATE	Topics	Reading due	Assignments due
T-Jan 10	Welcome, introductions, name cards and syllabus	None	None
Th-Jan 12	Journaling. Introduction to Manchester.	(1) Pages from Empire of Cotton (2) NYT articles on travel to Manchester (3) University of Manchester	(1) few notes in journal on the reading (bring journal to class) (2) Sign up for a science/engineering innovation or innovator to present about (three students per topic, all three students should work together).
T-Jan 17	<i>Journeys – Why Travel?</i>	(1) To Hell with Good intentions. (2) A Small Place (Part I)	(1) Web address for blog reflections (2) Blog reflection #1.
Th-Jan 19	<i>Journeys – Why Travel?</i>	A Small Place (Part II).	Blog reflection #2
T-Jan 24	<i>Imperialism/Colonialism/Diaspora</i>	(1) Frantz. (2) Pages from Empire of Cotton. (3) refugees in UK	Blog reflection #3
Th-Jan 26	<i>Imperialism/Colonialism/Diaspora</i>	Pages from Empire of Cotton	(1) Blog reflection #4 (2) Each individual student should turn in 400 words plus at least one diagram detailing a science/engineering innovation from Manchester (or by an innovator from Manchester)
T-Jan 31	<i>Globalization</i>	Noble Feat of Nike	Blog reflection #5
Th-Feb 2	<i>Globalization</i>	(1) pages from Empire of Cotton (2) carbon neutral village (3) global communications	Blog reflection #6
T-Feb 7	Manchester: a global center of science/engineering innovation		(1) In groups of 3, give a 6-8 min presentation on a science/engineering innovation from Manchester (or by an innovator from Manchester).

			(2) Sign up to prepare a travel brochure page (two students per topic)
Th-Feb 9	Current affairs in the UK / Brexit	1) Recent news 2) pages from North and South	Blog reflection #7
T-Feb 14	<i>Identity/Self/Other/Culture</i> Identity Activity. Identity in our destination. Includes: What would we like to ask Agnes Scott alums currently living in the UK?	1) Cisneros (2015), 2) Manyinka (2003). 3) Baldwin	(1) Blog reflection #8. (2) Students should sign up to Skype with an Agnes Scott alum currently living in the UK (four students per alum, the four students should work together).
Th-Feb 16	<i>Identity/Self/Other/Culture</i> Stages of intercultural sensitivity. The learning Cycle. Pre travel goal setting. Letter to self. Tiny stories	None	None
T-Feb 21	Health, wellness, safety, culture shock, expectation failure (visit from CAPS)	None	Each pair of students should turn in 400 words, plus at least one image, for their page in the travel brochure
Th-Feb 23	<i>Identity/Self/Other/Culture</i> Continue the discussion. Share what we learned from the Skype interviews with Agnes Scott alums in the UK	None	Make sure your group of four students has Skyped an alum in the UK and that you have the answers to the interview questions
T-Feb 28	Presentation of the travel brochure pages for Manchester. Students start their plan for their "Free Time" in Manchester	None	Each pair of students gives a 5 min presentation of the information in their page of the travel brochure.
Th-Mar 2	Final travel logistics discussions. Hand out Brochures.	None	None
Mar 4 – Mar 12	TRAVEL to Manchester, UK		<i>Culture shock activity. Scavenger hunt. Prepare for final project / presentation. Prepare for common assignment (mapping)</i>
Mar 13 - Mar 19	SPRING BREAK		
T-Mar 21	Re-entry and reflection.	None	None
Th-Mar 23	DEBRIEF – ALL SECTIONS	None	None

T-Mar 28	<i>Identity/Self/Other/Culture.</i> Redo Identity Activity. Tiny stories.	None	Photo due to d-center website (for common mapping assignment)
Th-Mar 30	<i>Identity/Self/Other/Culture.</i> Share out identity activity etc		be ready to share-out identity map and tiny stories
T-April 4	<i>Globalization</i> Discussion of Film Life and Debt	None	(1) Make sure to watch film Life and Debt on April 2 nd . (2) Blog reflection #9
Th-April 6	<i>Globalization</i> Further discussion of Life and Debt, plus TED talk	None	Rough outline of final projects
T-April 11	Work on final project/presentation in D-center	None	None
Th-April 13	<i>Journeys - why travel?</i> Revisit Kincaid's A Small Place	Revisit Kincaid's A Small Place	(1) Blog reflection #10
T-April 18	Work on final project/presentation in D-center	None	common mapping assignment for all GBL102H sections
Th-April 20	5 minute Audio/Visual (movie/podcast/etc..) presentation on "Benefits and costs of the global processes of industrialization and scientific progress", using Manchester as a case study.	None	Individual presentations of final project
T-April 25	5 minute Audio/Visual (movie/podcast/etc..) presentation on "benefits and costs of the global processes of industrialization and scientific progress", using Manchester as a case study	None	Individual presentations of final project
Th-April 27	SpARC – NO CLASSES		
T-May 2	Conclusions / celebration	None	Make sure you are happy with your last 4 or 5 blog reflections (use the feedback handed back on blog reflections 1-5 to help you make adjustments).