

ITT Technical Institute  
**EG462**  
**Contemporary World Culture**  
**Onsite Course**

**SYLLABUS**

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**Credit hours:** 4

**Contact/Instructional hours:** 40 (40 Theory Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: EG372 Written Analysis or equivalent, An introductory level Social Science course

**Course Description:**

This interdisciplinary study of contemporary world culture focuses on the impact of globalization and electronic communication. This course explores how global economical, cultural, political and communication processes are influenced by the rapid technological changes within our contemporary world.

# SYLLABUS: Contemporary World Culture

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Instructor: \_\_\_\_\_

Office hours: \_\_\_\_\_

Class hours: \_\_\_\_\_

## Major Instructional Areas

1. Introduction to the concept of “culture” and its study
2. Historical development of “globalization” and “global culture” including social media
3. Traditional and emergent patterns of living
4. Globalization and the environment
5. Politics and belief in a global society
6. Immigration, outsourcing, and corporate responsibility
7. Globalization and human rights

## Course Objectives

1. Define and analyze the concept of culture.
2. Define “global culture” and “globalization.”
3. Compare and contrast between “globalization” and “Americanization.”
4. Analyze the role of art and social media in local and global culture.
5. Analyze the historical origins of globalization and global culture by researching and using information in the ITT Tech Virtual Library.
6. Assess the effects of the expansion of trade including outsourcing, child labor, and sweatshops.
7. Evaluate the alternatives global outsourcing.
8. Assess the impact of globalization on migration and immigration.
9. Evaluate the effects of human trafficking, forced child labor, and rape as a weapon of war.
10. Analyze limitations of consumption of natural resources as a result of globalization.
11. Analyze the scope and threat of global disease and deficiencies in health care.
12. Create a real-life scenario for future development extrapolating from current developments.

## Related SCANS Objectives

1. Identify and acquire relevant information from existing sources and identify the best method to present the information.
2. Organize and maintain information to maximize retention and expression of knowledge.
3. Apply a critical thinking process to discover principles underlying the relationship between global culture, local culture, and globalization.
4. Use ideas or information to gain new perspectives.
5. Apply existing and new knowledge to analyze and critique world culture.

## Teaching Strategies

The goal of this course is to help students understand the cultural impact of art, social media, information technology, global trade, political decision-making, immigration, the environment, human rights, and disease on local and global populations. Students will assess the economic origins of these items and review the cultural and political implications of their consumption in a variety of contexts.

This course uses instructional methods such as lectures, discussions, and group activities. These are designed to introduce and prepare the students for more detailed research and writing assignments to be completed individually.

## Course Resources

### Student Textbook Package

- Johnson, J. (2014). *Global issues, local arguments: Readings for writing*. (Custom 3rd. ed.). Boston, MA: Pearson Custom.

## References and Resources

### ITT Tech Virtual Library

Login to the ITT Tech Virtual Library (<http://www.library.itt-tech.edu/>) to access online books, journals, and other reference resources selected to support ITT Tech curricula.

### ■ General References

#### • Books

The following books are related to this course and are available through the ITT Tech Virtual Library: Logon to the ITT Tech Virtual Library> Main Menu> Books> Ebrary>

- *Coming of Age in a Globalized World: The Next Generation*: Chapter 2, "It's a New World! So, What Else is New,"
- *Many Globalizations: Cultural Diversity in the Contemporary World*

#### • Periodicals

The following periodicals are related to this course and are available through the ITT Tech Virtual Library: Logon to the ITT Tech Virtual Library> Main Menu> Periodicals>

- Academic Search Elite> Gensing-Pophal, L. (2012). Addressing the challenges of social media in a global market. *Econtent*, 35(8), 20.

- Ebsco Host> Business Source Premier> Brown, G. (2006). Why sweatshops won't go away. *Industrial Safety and Hygiene News*, 40(6), 70–71.
- Ebsco Host> Business Source Premier> Collins, D. (2006). Globalization, interconnectedness, and WalMart the bully. *Business Ethics Quarterly*. 16(2). 289–304.
- Ebsco Host> Business Source Premier> Kingsnorth, P. (2005, July 11) So where did global resistance go? *New Statesman*, 134(4748), 19–20.
- Ebsco Host> Business Source Premier> Powell, B., & Skarbek, D. Sweatshops and third world living standards: Are the jobs worth the sweat? *Journal of Labor Research*, 27, 263–274.
- Ebsco Host> Business Source Premier> Zakaria, F. (2005, November 21). Europe needs a new identity. *Newsweek*, 21(146), 41.
- Ebsco Host> MasterFile Premier> Barber, B. (2002). The educated student global citizen or global consumer? *Liberal Education*, (88), 22–30.
- Ebsco Host> MasterFile Premier> Beattie, A. C. (2012). Can Starbucks make China love joe? *Advertising Age*. 83(40), 1.
- Ebsco Host> MasterFile Premier>Friedman, T. (2006). The Indian at the center of the global Economy. *Time Canada* (167) 19, 76.
- Ebsco Host> MasterFile Premier>King, O. (2006, August 7). We all have dual heritage somewhere. *New Statesman*, 135(4804), 21.
- Ebsco Host> MasterFile Premier>Porter, B. (2006, July). My country right or wrong? *History Today*, (56)7, 32-33.
- Ebsco Host> Business Source Premier > Melleuish, G. (2005). Globalised religions for a globalised world. *Policy*, 21(2), 16-20.
- EbscoHost> Academic Search Elite> Swagler, R. (1994). Evolution and applications of the term consumerism: Theme and variations. *Journal Of Consumer Affairs*, 28(2), 347-360.
- EbscoHost> Academic Search Elite> Yu, P. (2009). Global history and national historical memory. *Chinese Studies In History*, 42(3), 25-44.
- EbscoHost> Academic Search Elite> Griffith, R. (2008). Beyond diversity and multiculturalism: Pluralism and the globalization of American religion. *OAH Magazine Of History*, 22(1), 24.
- EbscoHost> Academic Search Elite> Zakaria, F. (2013). Can America be fixed? (cover story). *Foreign Affairs*, 92(1), 22.
- Proquest> Salmon, A. (2012). Gangnam style: It's a rap and more. *The Straits Times*.
- EbscoHost> Academic Search Elite> Sumiala, J., & Tikka, M. (2011). Imagining globalised fears: School shooting videos and circulation of violence on YouTube. *Social Anthropology/Anthropologie Sociale*, 19(3), 254-267.
- EbscoHost> Business Source Premier> Matusitz, J. (2010). Disneyland Paris: A case analysis demonstrating how glocalization works. *Journal Of Strategic Marketing*, 18(3), 223-237.
- ProQuest Newsstand> Chicago Tribune
- ProQuest Newsstand> Los Angeles Times
- ProQuest Newsstand> New York Times (Eastern Edition)
- ProQuest Newsstand> USA Today
- ProQuest Newsstand> Wall Street Journal
- ProQuest Newsstand> Washington Post

## ■ Other Resources

- Lewellen, T. C. (2002). *The anthropology of globalization: Cultural anthropology enters the 21st century*. Westport, CT: Greenwood Publishing Group, Inc-
- Ervin, J., & Smith, Z. (2008). *Globalization: A reference handbook (contemporary world issues)*. Santa Barbara, CA: ABC-CLIO.
- "What is Culture?"  
[http://maxweber.hunter.cuny.edu/pub/eres/BLPR243\\_PIMENTEL/culture.htmlh](http://maxweber.hunter.cuny.edu/pub/eres/BLPR243_PIMENTEL/culture.htmlh)
- "Disney History"  
[http://corporate.disney.go.com/corporate/complete\\_history.html](http://corporate.disney.go.com/corporate/complete_history.html)
- "Fair Trade Federation"  
<http://www.fairtradefederation.org/ht/d/sp/i/178/pid/178>
- "NASA: Earth"  
<http://nasascience.nasa.gov/earth-science/>
- "A History of Windows"  
<http://windows.microsoft.com/en-US/windows/history>
- "World History Connected: Teaching Consumerism in World History"  
<http://worldhistoryconnected.press.illinois.edu/1.2/stearns.html>
- "CDC FastStats: Women's Health"  
[http://www.cdc.gov/nchs/fastats/womens\\_health.htm](http://www.cdc.gov/nchs/fastats/womens_health.htm)
- "The Development of Consumerism"  
<http://www.gale.cengage.com/pdf/samples/sp739565.pdf>
- "Bill and Melinda Gates Foundation"  
<http://www.gatesfoundation.org/Pages/home.aspx>
- "Google: Out History in Depth"  
<http://www.google.com/about/company/history/>
- "McDonalds: Our History"  
[http://www.mcdonalds.com/us/en/our\\_story/our\\_history.html](http://www.mcdonalds.com/us/en/our_story/our_history.html)
- "PubMedHealth: AIDs"  
<http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001620/>
- "United Nations Human Rights: Rape: Weapon of War"  
<http://www.ohchr.org/en/newsevents/pages/rapeweaponwar.aspx>
- "Starbucks: Our Heritage"  
<http://www.starbucks.com/about-us/our-heritage>
- "United Nations: Child Labour"  
<http://www.un.org/en/globalissues/briefingpapers/childlabour/index.shtml>
- "United Nations Environment Programme"  
<http://www.unep.org>
- "UNODC report on human trafficking exposes modern form of slavery"  
<http://www.unodc.org/unodc/en/human-trafficking/global-report-on-trafficking-in-persons.html>
- "World Health Organization"  
<http://www.who.int/en/>
- "WorldWatch Institute: Vision for a Sustainable World"  
<http://www.worldwatch.org/>
- My CompLab. Boston, MA: Pearson Education. Retrieved from  
<http://www.mycomplab.com/>

All links to Web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

## Evaluation & Grading

### COURSE REQUIREMENTS

1. **Attendance and Participation**  
Regular attendance and participation are essential for satisfactory progress in this course.
2. **Completed Assignments**  
Each student is responsible for completing all assignments on time.
3. **Team Participation (if applicable)**  
Each student is responsible for participating in team assignments and for completing the delegated task. Each team member must honestly evaluate the contributions by all members of their respective teams.

### EVALUATION CRITERIA TABLE

The final grade will be based on the following weighted categories:

CATEGORY	WEIGHT
Writing Assignment	20%
Participation	15%
Research Assignment	20%
Quiz	15%
Course Project	30%
<b>Total</b>	<b>100%</b>

### GRADE CONVERSION TABLE

Final grades will be calculated from the percentages earned in class as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

### Course Outline

**Note:**

1. Unit 1: All the concepts will be covered in the class; therefore, the specified readings are merely for your reference.

2. For all units, except Unit 1: It is recommended that you complete the readings before attending the class.
3. In addition to general class participation and in-class activities, all discussion questions will be graded under the Participation evaluation category.

Unit #	Activities for the Unit
1	<ul style="list-style-type: none"> <li>• Content Covered               <ul style="list-style-type: none"> <li>○ <i>Global Issues, Local Arguments:</i> <ul style="list-style-type: none"> <li>▪ Chapter 1, “Defining and Exploring Globalization,” pp. 2–13</li> </ul> </li> <li>○ ITT Tech Virtual Library&gt; Main Menu &gt;Books&gt; Ebrary&gt; <i>Many Globalizations: Cultural Diversity in the Contemporary World:</i> <ul style="list-style-type: none"> <li>▪ Chapter 10, “The World of American Globalizers,” pp. 323–359</li> </ul> </li> </ul> </li> <li>• Graded Writing Assignment 1</li> </ul>
2	<ul style="list-style-type: none"> <li>• Content Covered               <ul style="list-style-type: none"> <li>○ <i>Global Issues, Local Arguments</i> <ul style="list-style-type: none"> <li>▪ Chapter 6, “Merging and Clashing Cultures: Graffiti, Comics, and Music,” pp. 264-321</li> </ul> </li> <li>○ ITT Tech Virtual Library&gt;EbscoHost Business Source Premier&gt;Matusitz, J. (2010). Disneyland Paris: A case analysis demonstrating how glocalization works. <i>Journal Of Strategic Marketing</i>, 18(3), 223-237.</li> <li>○ ITT Tech Virtual Library&gt; Ebsco Host&gt; MasterFile Premier&gt; Beattie, A. C. (2012). Can Starbucks make China love joe? <i>Advertising Age</i>. 83(40), 1.</li> <li>○ ITT Tech Virtual Library&gt; Proquest&gt; Salmon, A. (2012). Gangnam style: It’s a rap and more. <i>The Straits Times</i>.</li> </ul> </li> <li>• Graded Writing Assignment 1</li> <li>• Start Project Part 1</li> </ul>
3	<ul style="list-style-type: none"> <li>• Content Covered               <ul style="list-style-type: none"> <li>○ ITT Virtual Library&gt; Main Menu&gt; EbscoHost Academic Search Elite&gt; Swagler, R. (1994). Evolution and applications of the term consumerism: Theme and variations. <i>Journal Of Consumer Affairs</i>, 28(2), 347-360.</li> <li>○ ITT Tech Virtual Library&gt;Main Menu&gt; EbscoHost Academic Search Elite&gt; Yu, P. (2009). Global history and national historical memory. <i>Chinese Studies In History</i>, 42(3), 25-44.</li> <li>○ <i>Global Issues, Local Arguments</i> <ul style="list-style-type: none"> <li>▪ Chapter 7, “Global Netizens: Social Media’s Role in Social and Political Change,” pp. 322-383</li> </ul> </li> </ul> </li> <li>• Graded Research Assignment 1</li> <li>• Start Project Part 2</li> </ul>
4	<ul style="list-style-type: none"> <li>• Content Covered               <ul style="list-style-type: none"> <li>○ <i>Global Issues, Local Arguments</i> <ul style="list-style-type: none"> <li>▪ Chapter 6, “Merging and Clashing Cultures: Graffiti, Comics, and Music,” pp. 264-321</li> <li>▪ Chapter 7, “Global Netizens: Social Media’s Role in Social and Political Change,” pp. 322-383</li> </ul> </li> <li>○ ITT Tech Virtual Library&gt; Academic Search Elite&gt; Grensing-Pophal, L. (2012). Addressing the challenges of social media in a global market. <i>Econtent</i>, 35(8), 20.</li> <li>○ ITT Tech Virtual Library&gt; Academic Search Elite&gt; Sumiala, J., &amp; Tikka, M. (2011). Imagining globalised fears: School shooting videos and circulation of violence on YouTube. <i>Social</i></li> </ul> </li> </ul>

Unit #	Activities for the Unit
	<p style="text-align: center;"><i>Anthropology/Anthropologie Sociale, 19(3), 254-267.</i></p> <ul style="list-style-type: none"> <li>• Graded Research Assignment 1</li> <li>• Quiz 1</li> <li>• Start Project Part 3</li> </ul>
5	<ul style="list-style-type: none"> <li>• Content Covered <ul style="list-style-type: none"> <li>○ <i>Global Issues, Local Arguments</i> <ul style="list-style-type: none"> <li>▪ Chapter 3, "Trading Goods and Jobs: Sweatshops, Corporate Responsibility, and Consumerism," pp. 68-134</li> </ul> </li> </ul> </li> <li>• Graded Writing Assignment 1</li> <li>• Submit Project Part 1</li> </ul>
6	<ul style="list-style-type: none"> <li>• Content Covered <ul style="list-style-type: none"> <li>○ <i>Global Issues, Local Arguments</i> <ul style="list-style-type: none"> <li>▪ Chapter 3, "Trading Goods and Jobs: Sweatshops, Corporate Responsibility, and Consumerism," pp. 68-134</li> </ul> </li> </ul> </li> <li>• Submit Project Part 2</li> </ul>
7	<ul style="list-style-type: none"> <li>• Content Covered <ul style="list-style-type: none"> <li>○ <i>Global Issues, Local Arguments</i> <ul style="list-style-type: none"> <li>▪ Chapter 4, "Crossing Borders: Immigration," pp. 135-201</li> </ul> </li> </ul> </li> <li>• Quiz 2</li> <li>• Submit Project Part 3</li> </ul>
8	<ul style="list-style-type: none"> <li>• Content Covered <ul style="list-style-type: none"> <li>○ <i>Global Issues, Local Arguments</i> <ul style="list-style-type: none"> <li>▪ Chapter 8, "Defending Human Rights: Human Trafficking, Forced Child Labor, and Rape as a Weapon of War," pp. 384-445</li> </ul> </li> </ul> </li> <li>• Graded Writing Assignment 1</li> <li>• Start Project Part 4</li> </ul>
9	<ul style="list-style-type: none"> <li>• Content Covered <ul style="list-style-type: none"> <li>○ <i>Global Issues, Local Arguments</i> <ul style="list-style-type: none"> <li>▪ Chapter 5, "Protecting the Environment: Water Issues and Competing Energy Technologies," pp. 202-263</li> </ul> </li> </ul> </li> <li>• Graded Writing Assignment 1</li> </ul>
10	<ul style="list-style-type: none"> <li>• Content Covered <ul style="list-style-type: none"> <li>○ <i>Global Issues, Local Arguments</i> <ul style="list-style-type: none"> <li>▪ Chapter 9, "Fighting Global Disease: Pandemics, Antibiotic Resistance, AIDS, and Maternal Health," pp. 446-498</li> </ul> </li> </ul> </li> <li>• Quiz 3</li> </ul>
11	<ul style="list-style-type: none"> <li>• Content Covered <ul style="list-style-type: none"> <li>○ ITT Tech Virtual Library&gt; Ebsco Host&gt; Business Source Premier&gt; Zakaria, F. (2005, November 21). Europe needs a new identity. <i>Newsweek</i>, 21(146), 41.</li> <li>○ ITT Tech Virtual Library&gt; Ebsco Host&gt; MasterFile Premier&gt;Porter, B. (2006, July). My country right or wrong? <i>History Today</i>, (56)7, 32-33.</li> <li>○ ITT Tech Virtual Library&gt; Ebsco Host&gt; MasterFile Premier&gt;King, O. (2006, August 7). We all have dual heritage somewhere. <i>New Statesman</i>, 135 (4804), 21.</li> <li>○ ITT Tech Virtual Library&gt; Ebsco Host&gt;Business Source Premier &gt; Melleuish, G. (2005). Globalised religions for a globalised world. <i>Policy</i>, 21(2), 16-20.</li> <li>○ ITT Tech Virtual Library&gt; EbscoHost&gt; Academic Search Elite&gt; Griffith, R. (2008). Beyond diversity and multiculturalism: Pluralism and the globalization of American religion. <i>OAH Magazine Of History</i>,</li> </ul> </li> </ul>



Unit #	Activities for the Unit
	<p data-bbox="609 226 722 258">22(1), 24.</p> <ul data-bbox="560 258 1364 382" style="list-style-type: none"><li data-bbox="560 258 1364 352">• ITT Tech Virtual Library&gt; EbscoHost&gt; Academic Search Elite&gt; Zakaria, F. (2013). Can America be fixed? (cover story). <i>Foreign Affairs</i>, 92(1), 22.</li><li data-bbox="560 352 771 382">• Submit Project Part 4</li></ul>