Global Issues in the Liberal Arts

Mission Statement: The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

Prerequisite Advisory: Please be advised that you (the student) are responsible to have completed all course prerequisites necessary for this course prior to participating in the course. Not completing required prerequisites may negatively impact your ability to successfully complete this course.

Ottawa Student Email: Ottawa e-mail is the official account to be used for e-mail communication. It is the responsibility of the student to check his or her e-mail account on a regular basis for the duration of the course. Failure to read one’s email will not be a valid excuse for lacking information communicated via e-mail. In addition, any campus emergencies will be announced via the Ottawa email system. If you are encountering difficulties with your e-mail, please contact the 24/7 helpdesk at 855-268-4357.

Course Number: LAS 45012
Course Title: Global Issues in the Liberal Arts
Credit Hours: 4
Prerequisites: Breadth Area courses; LAS 30012; Senior status

Textbook: The new world reader: Thinking and writing about the global community
Muller, G. H.
Wadsworth Cengage Learning
978-1-133-31032-7

A Writer’s Reference (or similar writing handbook with APA style)
7th Edition
D. Hacker, N. Sommers
Bedford/St. Martin’s
978-0-3126-0143-0

Additional Resources: Additional resources posted on Blackboard

Course Description: In this liberal arts capstone course, students reflect on experience, knowledge, and skills in each of four breadth areas and apply learning as they examine current issues and concerns in global contexts. Students use critical thinking skills to recognize different values systems, cultural interpretations, and social constructs. They demonstrate research and writing skills in exploring a global issue.
Course Objectives: Upon successful completion of the course, the student should be able to demonstrate achievement of the liberal arts learning outcomes:

Knowledge
1. Breadth. The student will articulate and discuss the goals, purposes, and methods used to understand the world in scientific, aesthetic, cultural, historical, ethical, and religious ways.
2. Integration. The student will identify the similarities and differences among these ways of knowing/experiencing the world and will explore the relationships among them.

Skills
1. Communication. The student will demonstrate his/her ability to engage in effective oral communication and to write clearly and coherently in a variety of forms.
2. Critical Thinking. The student will analyze complex issues and arguments (e.g., identify assumptions, premises, and conclusions) in various intellectual contexts (scientific, technical, ethical, aesthetic, social, global, etc.) and will evaluate the validity and soundness of such arguments.
3. Problem Solving. The student will gather relevant information and ideas and apply appropriate principles, concepts, and theories to solve significant social and intellectual problems in diverse communities.

Values
1. Ethical Values. The student will recognize ethical dilemmas and identify the values that inform various responses to such dilemmas. The student will also recognize and evaluate the differences in value judgments based on culture, religion, and historical perspective.
2. Aesthetic Values. The student will recognize the nature of aesthetic judgments and the values that inform them, and will evaluate the differences in such responses.

Personal Growth
The student will articulate his/her current sense of personal identity in relation to such factors as work, faith, values, community, and ideas, and will reflect on the development of this identity and his/her goals for further growth.

Statement of Teaching & Learning in the Adult Curriculum:
Ottawa University’s philosophy of teaching and learning supports the theories and principles of the andragogical model, whereby education for students becomes a shared experience amongst the students and facilitators of instruction. Ottawa’s learning community fosters a social climate of respect and collaborative modes of learning that draw on the adult students’ previous life, work, and academic experiences, while encouraging active involvement in what and how the adult learns. Ottawa University believes learning is a cooperative endeavor requiring a shared commitment, positive attitude, strong work ethic, and the responsibility of all participants within the community of learning and classroom. All adult students are expected to actively contribute to the classroom learning environment by introducing and sharing new content related to the course, analysis and reflection from personal and professional experiences.
Homework Requirement:

Homework for accelerated courses requires 12-15 hours of independent work each week (outside of class). Some students may complete homework study in fewer hours and some students may require additional hours beyond the estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course.

Editorial Format for Written Papers:

Unless otherwise informed by your instructor, all written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation unless an alternative style is mandated by the discipline or instructor. This course includes information regarding APA style. Additional information may be found under “Writing and Research Resources” in the online Resource Room located on the course menu in Blackboard.

Information Literacy:

Ottawa University is dedicated to helping both faculty and students effectively utilize library resources. Ottawa believes it is imperative that faculty guide students on accessing and utilizing text and data resources presently housed within the University's Myers' Library system, and believes it is critical that students actively and continually engage research resources, both online and through the main campus library facility. Students receive early training in the use of academic resources through new student orientation and from faculty instruction. Faculty are advised to utilize the Myers’ Library online databases for class preparation and student assignments, and students are encouraged to incorporate research materials from the many Myers’ Library online databases when fulfilling general course assignments. Each database in the Myers’ Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research is available for all academic disciplines. Please enjoy Ottawa University's rich and deep library resources, available to you 24 hours a day, seven days a week, through the Myers' Library system.

If you have any questions, please contact Gloria Creed-Dikeogu, Ottawa University Librarian or any other University librarian.

Sensitivity and Confidentiality:

It is intended that the professor and all learners will maintain an atmosphere of safety and freedom in order for all to feel comfortable in expressing ideas and reactions. It is imperative that we are all respectful of one another and mindful of difference during discussion periods. While there may be disagreements about topics of discussion, it is expected that students use critical thinking in expressing opinions, as well as listen to others with respect and an eagerness to consider alternative viewpoints. If at any time during the course, you feel unable to express yourself or to participate fully, please make an appointment with the professor to discuss the situation.

At times in the educational process, certain subject matter may be emotionally difficult or offensive to some learners. If a learner believes that a class activity may be personally
disturbing, s/he should notify the instructor in advance to obtain a substitute assignment.

Use of Blackboard in Capstone Courses:

Effective July 1, 2010, all face-to-face capstone courses/experiences for undergraduate majors, graduate programs and the liberal arts require students to submit assignments in Blackboard for institutional assessment purposes. Instructor grading/feedback will also be submitted through Blackboard. Hard copies of assignments submitted to the instructor will not be accepted. This Blackboard component does not make this an online or blended course. Instruction for this course will still occur in the face-to-face format.

Blackboard Technical Support:

The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support 24 hours/day for all students, staff, and faculty at no cost.

Policies:

All course-specific policies for this course are spelled out in this syllabus. You are responsible for reading and understanding all of these policies. Failure to understand or abide by these policies could have negative consequences on your experience in this course.

Attendance Policy: Pending – University-wide attendance policy

Late Submission Policy:

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

Student Handbook:

Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus. Please see Policies in Blackboard for additional university policies.

Classroom Conduct:

For additional information concerning student conduct, please see the Student Handbook, which is available on the Ottawa University Web site. As stated in the Student Handbook, the University has developed clear statements of institutional
expectations and standards related to student behavior and conduct. The University assumes that students will behave in a responsible manner when attending or participating in course-related activities. Therefore, students must act in such a manner as to reflect consideration and respect for honesty and the rights and welfare of fellow students, faculty and of the community as a whole. The University reserves the right to impose sanctions up to and including expulsion from the course or the Institution when behavior is dishonest, disruptive, threatening, or in any way compromises the productive educational environment of the University, as determined by the University. Specific policy and explanation of the University’s expectations of student conduct are available in the Student Handbook.

**Academic Integrity:**

Academic dishonesty includes: cheating on examinations, plagiarism, and the supplying of false information pertaining to the learner’s academic program. Another form of academic dishonesty is using the same paper or significant parts thereof for more than one class without permission from all instructors involved. It is recognized that it is a normal part of professional development to have a common theme of interest that may be explored in different classes. However, each paper should present an appreciable expansion of the thought, research, and interpretation beyond prior papers on the topic, with special appreciation for the specific assignment goals of the current class.

Cheating will not be tolerated in this course. The instructor considers plagiarism a form of cheating. Plagiarism is defined as presenting the work of another as one’s own. *More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate (APA) documentation format.*

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”

**Statement on Diversity:**

Diversity is defined as that incredible and beautiful variety of personal identities, experiences, values and world views that result from differences of origin, culture and circumstance. Ottawa University defines and appreciates diversity in all of its forms including age, ability or disability, ethnicity, national origin, race, religion, sex, gender, sexual orientation, and family and marital status.

Ottawa University celebrates and prizes the diversity of its students, faculty, staff and Board of Trustees. In keeping with its Mission Statement, the University is called to actively foster an environment of awareness, appreciation, and intentional inclusivity. We hold this as essential in an institution which declares that it will conduct its affairs in a caring, Christ-centered community of grace. We believe we must embrace diversity
because to do so is just, powerful, personally enriching and intelligent and because we believe Christ has called us to do so through His teachings and His example.

Services for Students With Disabilities:

Reasonable accommodation for persons with known disabilities will be made in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No person with a known disability will be intentionally excluded from participation in, be denied the benefit of, or otherwise be subject to discrimination under any University policy, program, service, or in relation to employment because of a disability. University programs and facilities are intended to be accessible to persons with disabilities. Students must declare their accommodations Request Form, as well as necessary documentation, to their campus Disabilities Services Coordinator. The University requires reasonably recent documentation of a disability and reserves the right to request additional information and documentation if needed; confidential medical information will remain confidential to the extent required and allowed by state and federal law. Requests for accommodation and documentation of a disability must be received for evaluation at least one to two weeks prior to implementation of accommodations. Additional time may be required for some accommodations requests. To assure timely provision of services, students should initiate their requests early. Ottawa University provides detailed information on the principles and practices governing disabilities-related accommodations in its ADA 504, Title III Policies and Procedures. This document is available in its entirety through the local Disabilities Services Coordinator, the University ADA Coordinator, and the University website. The University’s ADA Coordinator oversees all disabilities-related issues concerning students.

Withdrawal:

Please note that if you decide to drop this class, you should do so early in the semester. This will appear as a “W” on your transcript, with no negative effect on your GPA. The later the withdrawal, the less the amount of reimbursement of tuition possible. Please check with Registration and/or the Business Office if you have questions. Failure to continue to attend without formal Withdrawal may result in a grade of “F.”

Additional Information:

If you have not already completed the Program Completion Survey in another capstone course, you are asked to complete the survey during this term. Your responses provide the university invaluable information which guides the university in making changes to improve the student experience. More information and the survey link are included in the following Course Outline.

Copyright:

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Last Updated: February 2013
Lead Faculty: Joyce Caldwell
Disclaimer: Course content and schedule may vary from this outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.
**Grading /Evaluation:**

Pending – University-wide grading / evaluation policy

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance (5 points per class)</td>
<td>40</td>
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<tr>
<td>Participation (5 points per week, including Blackboard)</td>
<td>40</td>
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<tr>
<td>Breadth Area Essays</td>
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<tr>
<td>Art/Expression</td>
<td>40</td>
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<td>Science/Description</td>
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<td>Social/Civic</td>
<td>40</td>
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<td>Value/meaning</td>
<td>40</td>
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<tr>
<td>Liberal Arts Self-Assessment Paper</td>
<td>50</td>
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<td>Proficiency Exam and Reflection in Paper</td>
<td>35</td>
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<td>Research Paper Checkpoints</td>
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<td>Research Paper Proposal</td>
<td>15</td>
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<tr>
<td>References (5 potential sources)</td>
<td>5</td>
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<tr>
<td>Thesis Statement and Outline</td>
<td>5</td>
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<tr>
<td>Draft In-text Citation Pages</td>
<td>5</td>
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<tr>
<td>Final Research Paper</td>
<td>100</td>
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<tr>
<td>Informal Presentation</td>
<td>15</td>
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<td>Creative Project—Presentation</td>
<td>30</td>
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<td><strong>Total</strong></td>
<td>500</td>
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**Online Grade Book:**

Instructor grading/feedback will be submitted through Blackboard.

**Submissions:**

Capstone course. Requires submission of student assignments in Blackboard.

**Course Outline:**

**Breadth Area Essays (Due Weeks 2, 3, 4, 5)**

Four separate essays will focus on each of the four liberal arts breadth areas of Art/Expression, Science/Description, Social/Civic, and Value/meaning. Essays will discuss an experience related to each breadth area as the result of engaging in: (1) a personal interview; (2) an observation, or (3) a video/film critique. Essays will demonstrate the ability to step outside one’s own sphere of experience and to perceive and think from a global perspective. Complete description in handout on Blackboard.

**Liberal Arts Self Assessment Paper (Due Week 6)**

The 4-5 page self-assessment will address your achievement of the knowledge, skills, and values of the learning outcomes of Ottawa’s liberal arts studies. You will reflect on your understanding of a liberal arts education and on your learning in each breadth area referring to specific courses and/or life experiences that have contributed to your learning and growth in that particular area. You also need to reflect on your score on the Proficiency Exam and its meaning for breadth area learning. You will conclude your essay with a reflection on how you will enhance your knowledge of the breadth areas in the future.

**Proficiency Profile Exam**
The ETS Proficiency Profile examination is a required component of this course. The examination is administered by colleges and universities across the United States as a means of assessing their students’ college level reading, writing, critical thinking, and mathematics skills that are generally covered in the “general education” portion of coursework. Your actual score on this exam will not impact your grade; however, your failure to complete the examination (and any related assignments) will result in the loss of designated points.

You will receive an email containing detailed instructions for completing the online version of the exam during the third week of the term via your Ottawa student email address. Once you receive this email, you may complete the 40 minute timed test any time that is convenient to you. You will need access to a computer with an operating system of Windows 98, XP, NT, 2000 or later and an internet browser of Internet Explorer 5.5 or greater.

Once your exam is scored, the score will be entered in Blackboard. If you would like additional information on how the exam is scored or where you scored in relation to other college students across the nation, email the Office of Institutional Effectiveness/Assessment at ou.assessment@ottawa.edu.

**Research Paper (Due Week 7)**

The research paper will consist of an objective examination of a liberal arts topic related to living in a global community. Learners may research some aspect of culture—politics, social change, music, film, art, theatre, literature, science, or religion—in a country other than the United States or learners may focus on an aspect of American culture that has implications for the global community.

**Creative Project Presentation (Due Week 8)**

The purpose of the final creative project is to give the opportunity to reflect on your college journey and to share your reflections with your classmates and instructor. You might even want to consider sharing your project with family, coworkers, and friends. A second purpose is to give you the opportunity to create a unique form of representing your story.

**Program Completion Survey (Available Week 6)**

Global Issues in Liberal Arts provides you the opportunity to complete the Program Completion Survey to evaluate your entire Ottawa University experience – the academic program, advisement, student services, and learning environment. While your participation is voluntary, you are encouraged to take a few minutes to complete the survey. Your responses provide the university invaluable information which guides the university in making changes to improve the student experience.

At the beginning of the sixth week of this course, you will receive an email from the Ottawa University Office of Institutional Effectiveness ([ou.assessment@ottawa.edu](mailto:ou.assessment@ottawa.edu)) via your Ottawa University student email address. This email will include a link for you to complete the Program Completion Survey online.

Simply click on the link and complete the survey. Your responses to the survey will remain confidential and your individual responses will not be tracked in any way.
You are requested to complete the survey before the end of week 6 of the course. If you do not respond within the allotted time frame, you will receive a reminder prior to the closure of the course. The grade book in Blackboard will be updated with a green checkmark for this item once your completed survey has been received by the survey software. Thank you for helping us validate and strengthen the student experience at Ottawa University.

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<thead>
<tr>
<th>Week 1</th>
<th>Liberal Arts Breadth Areas</th>
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<tbody>
<tr>
<td>Topic</td>
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<td>Class Introductions</td>
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<td>Course Overview—Syllabus</td>
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<td></td>
<td>Review LAS Learning Outcomes</td>
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<td>Discuss meaning of capstone course in liberal arts studies</td>
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<td>Overview of 4 Liberal Arts Essays, including supporting materials</td>
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<td>Review Liberal Arts Breadth Areas</td>
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<td>Discuss Critical Thinking and Global Perspective</td>
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<td>Overview of A Writer's Reference and writing expectations</td>
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<tr>
<th>Assignments</th>
<th>Due Week 2:</th>
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<tr>
<td></td>
<td>Art/Expression Breadth Area Essay</td>
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<tr>
<td></td>
<td>Selected Readings from Chapters 1, 2, and 6 with Top Learning Points Worksheet</td>
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<tr>
<td></td>
<td>Reading “Characteristics of Critical Thinkers”</td>
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<td>“What is critical thinking?” – article and video</td>
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<th>Additional Info</th>
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<tr>
<th>Week 2</th>
<th>Art/Expression and Globalization</th>
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<tbody>
<tr>
<td>Topics</td>
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<tr>
<td></td>
<td>Discussion of Art/Expression essays and ways of knowing and experiencing the world in aesthetic ways</td>
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<td>Discussion of characteristics of critical thinking</td>
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<td>View video “The Danger of a Single Story” (<a href="http://www.youtube.com/watch?v=D9Ihs241zeG">http://www.youtube.com/watch?v=D9Ihs241zeG</a>)</td>
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<td>Discussion of the meaning of diversity and globalization</td>
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<td>Presentation and discussion of Top Learning Points from readings</td>
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<td>Research Paper Overview</td>
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<td>Research Paper Proposal</td>
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<td>Forming a Research Question</td>
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<tr>
<th>Assignments</th>
<th>Due Week 3:</th>
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<tr>
<td></td>
<td>Science/Description Breadth Area Essay</td>
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<tr>
<td></td>
<td>Research Paper Proposal defining the topic, research question, and proposed thesis</td>
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<td></td>
<td>Selected Readings from Chapters 10 and 11 with TLPs worksheet</td>
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<td></td>
<td>Appendix A: Conducting Research in the Global Era, pages 385-389</td>
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<tr>
<td></td>
<td>Article “The Green Thing”</td>
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<td></td>
<td>Research Paper Preparation Skills (optional review of developing a research paper)</td>
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<tr>
<td></td>
<td>“Conducting research” in A Writer's Reference, pages 332-346</td>
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<td></td>
<td>Or research review in another edition of writing handbook</td>
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| Additional Info |
Week 3

**Science/Description and Disease, Poverty, and the Environment**

**Classroom Activities**
- Discussion of Science/Description breadth area essays and ways of knowing and experiencing the world in scientific ways
- Presentation and discussion of TLPs from chapters 10 and 11
- Discussion of the meaning and impact of global aid
- Discussion of the global environment
- Review of research process in relation to scientific method

**Research Paper Overview**
- Review of Research Paper Proposals
- Review of research questions
- Review of EBSCOHost

**Assignments**
- Due Week 4: Social/Civic Breadth Area Essay
- 5 Sources for Research Paper, typed in APA format; with one paragraph of analysis of credibility of source and relevance for research question; bring sources to class
- Selected Readings from Chapter 3 with TLPs worksheet
- Appendix A: Stage Three: Finding, Evaluating, and Organizing Evidence, pages 390-396
- “Evaluating sources” and “Managing information; avoiding plagiarism” in A Writer’s Reference, pages 346-365 Or similar information in another edition of writing handbook
- U.S. Constitution and Bill of Rights

**Additional Info**

Week 4

**Social/Civic and Global Perceptions of the U.S.**

**Classroom Activities**
- Discussion of Social/Civic breadth area essays and ways of knowing and experiencing the world in cultural and historical ways
- Presentation and discussion of TLPs from chapter 3
- Discussion of perceptions among the U.S. and other countries in the world
- Discussion of the U.S. Constitution and Bill of Rights and their meaning and interpretations

**Research Paper Overview**
- Review of APA Format
- Review of 5 sources for research paper
- Discussion of key themes related to research question

**Assignments**
- Due Week 5: Value/ Meaning Breadth Area Essay
- Thesis Statement and Outline of Research Paper
- Selected Readings from Chapters 4 and 5 with TLPs worksheet
- Appendix A: Stage Four: Organizing and Outlining Your Information, pages 396-400

**Additional Info**

Week 5

**Value/ Meaning and Language and Identities**
### Classroom Activities
- Discussion of Value/meaning breadth area essays and ways of knowing and experiencing the world in ethical and religious ways
- Presentation and discussion of TLPs from chapters 4 and 5
- Discussion of meaning of language and sex and gender roles

### Research Paper Overview
- Review of APA Format
- Review of thesis statements and outlines
- Discussion of format of research paper (Research Paper Template)

### Assignments
Due Week 6:
- Self-Assessment of Outcomes of Liberal Arts Studies including reflection on content and score of Proficiency Profile Exam
- Draft of 2-3 In-text Citation Pages
- APA Section in A Writer’s Reference
- Ottawa University’s “APA Writing Style and Mechanics: A User’s Guide”
- Selected Readings from Chapters 7, 8, and 9 with TLPs worksheet
- Article by Cronon: “‘Only Connect . . .’: The Goals of a Liberal Education”

### Additional Info

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### Week 6

**Topic**
On Being a Liberally Educated Person

**Classroom Activities**
- Discussion of key insights from Self-Assessment of Learning Outcomes
- Reflection on meaning of Proficiency Profile Exam
- Discussion of the meaning of being a liberally educated person
- Presentation and discussion of TLPs from chapters 7, 8, and 9
- Discussion of cross-cultural understandings and conflicts

**Research Paper Overview**
- Discussion of format of research paper
- Review of draft pages of review of literature
- Review remaining questions on research paper

**Assignments**
Due Week 7:
- Research Paper
- Informal Presentation of Research Paper

**Additional Info**

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### Week 7

**Topic**
Research Papers on Global Issues

**Classroom Activities**
- Informal presentations of research findings on global topics
- Discussion of creative projects
- Review of learning of the liberal arts from a global perspective

**Assignments**
Due Week 8:
- Creative Project Presentation

**Additional Info**

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### Week 8
Topic: Celebration of the Ottawa Journey
Classroom Activities
  Presentation of Creative Projects
  Course Evaluations
  Celebration of Graduates

Additional Info