

From: [Martin, Andrew](#)
To: [Smith, Randy](#)
Cc: [Reed, Katie](#); [Steele, Rachel](#)
Subject: FW: Request to consider International Studies course for EL "Advanced Writing"
Date: Tuesday, August 11, 2026 12:58:10 PM
Attachments: [Request to consider IS 3850 for Advanced Writing EL 11 August 2026.docx](#)
[IS 3850_WF_1110_SPRING_2026.pdf](#)
[image001.png](#)

Hi Randy (I can't recall who the incoming chair of CAA is)

The International Studies major would like to add an additional class, IS 3850 to be considered an advanced writing EL designated course. A detailed justification is attached.

Best

andrew



THE OHIO STATE UNIVERSITY

Andrew W. Martin

Associate Dean for Undergraduate Education
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From: McSweeney, Kendra <mcsweeney.14@osu.edu>
Sent: Tuesday, August 11, 2026 11:28 AM
To: Martin, Andrew <martin.1026@osu.edu>
Cc: Falasca, Oana <falasca.8@osu.edu>; Landauer, Christopher <landauer.3@osu.edu>
Subject: Request to consider International Studies course for EL 'Advanced Writing'

Dear Dean Martin,

Please find attached our request to have IS 3850, Intro to Globalization, considered for an 'advanced writing' EL designation.

I'm also attaching the course syllabus.

Please let me know if you require anything further from us.

Best,

Kendra

Kendra McSweeney

Director, [International Studies Program](#)

Professor & Distinguished Scholar, **Department of Geography**
The Ohio State University
mcsweeney.14@osu.edu | [ResearchGate](#)



TO: Andrew Martin, Associate Dean for Undergraduate Education
FROM: Kendra McSweeney, Director, International Studies Program
RE: Request to designate IS 3850 as Embedded Literacy-Advanced Writing course
DATE: 11 August 2026

The International Studies Program's new curriculum was approved in 2023 (BA) and 2024 (BS). In the new curriculum, our required capstone seminar, IS 4852 Research Capstone, was designated as an 'Advanced Writing' Embedded Literacy class.

The problem: This is our *only* required course that fulfills the 'advanced writing' requirement. Because of that, it has become a curricular bottleneck that makes it difficult to sequence students through our program as we would like.

Potential solution: The prerequisite for IS 4852 is IS 3850, Intro to Globalization. If the Globalization course, which is writing-intensive, could also be designated as an 'Advanced Writing' course, that would free up student schedules and allow us to chart smoother pathways through our curriculum.

Why IS 3850 merits an 'Advanced Writing' designation. We recommend that our majors take this course in their sophomore or junior year. Syllabus (from SP26) attached. Here is how the course meets the 'Advanced Writing' Goals:

- *Goal 1: Successful students develop advanced skills in inquiry, critical thinking, composing and communicating for a specific purpose, context and audience using an appropriate genre and modality.*
 - The course requires that students write three papers, each less than 10 pages. For each, the students apply International Relations theories to a specific 'global' issue, whether related to migration, democracy, health, environment, conflict, etc.
 - *ELO 1.1: Investigate and integrate knowledge of the subject, context and audience with knowledge of genres, conventions and rhetorical choices to advance a particular writing objective.*
 - All three papers require the students to choose one of several IR studied in the course and apply that to a specific problem in globalization. The students have to use the theory they most agree with to explain the problem in globalization. For the first paper, they have to apply a theory of their choice to explain whether states are still the most relevant actors in international relations. The students must use the theory's core themes to justify their position on the global problem.

- *ELO 1.2: Use credible and relevant sources of information, evaluate assumptions, and consider alternative viewpoints or hypotheses to express ideas and develop arguments.*
 - All papers must cite and use credible sources and identify which theory the source most likely agrees with. The second paper in particular requires students to compare and contrast two theories' views of a specific issue in globalization. For example, one choice in the second paper is to compare and contrast the issue of international human rights with two of the three theories we looked at (Realism, Liberalism, and Marxism). The student is to compare and contrast how the theories view the role and relevancy of the issue in international relations and then pick which theory they think better explains a given issue.
- *Goal 2: Successful students apply knowledge of writing and research to specific contexts.*
 - All papers require the students to apply conceptual models (theories of IR) to empirical situations that related to specific global issues, including human rights, conflict, migration, health, environment and more.
 - *ELO 2.1: Reflect on how they adapt rhetorical and research strategies they have learned to new contexts.*
 - The third paper covers this by requiring students to write a paper, using one of the theories we learned, to answer the question of whether they think globalization should be continued for the next thirty years or stopped.
 - *ELO 2.2: Develop scholarly, creative, or professional products that are meaningful to them and their audience.*
 - Students are encouraged to write papers in formal argumentative style, which prepares them well for written and oral argumentation used in legal, administrative, and political careers.
 - *ELO 2.3: Evaluate social and ethical implications of writing and information literacy practices.*
 - All papers cover this because the students are learning that they must use valid and reputable sources, that they must clearly articulate and make clear the position they are taking, the theory they are advocating, and how that leads to the position they are taking and why.

**INTRODUCTION TO GLOBALIZATION
INTERNATIONAL STUDIES 3850
SPRING 2026
RAMSEYER HALL 110
WEDNESDAY AND FRIDAY 11:10 AM-12:30 PM**

Lecturer: Dr. Omar Keshk
Office: 33 Townsend Hall
Office Hours: TTH 10:30-11:45 am
Office phone: 292-9657
Email: keshk.1@osu.edu
Class Website: Carmen

Course Description

The concept of globalization is widely discussed and debated in academia, politics, and the media. It has become a catchphrase among journalists, academics, politicians, and policymakers for everything good or bad, economically, socially, and politically, in the world. This class will introduce students to the complex and contentious debate. Specifically, the course will examine and analyze the debates surrounding globalization from an international studies perspective, encompassing all its interdisciplinary aspects: economic, political, social, environmental, and technological. The course will feature lectures and discussions centered on critical issues and questions at the center of the Globalization debate. It aims to provide a critical appreciation of the benefits and costs that contemporary globalization will likely present for both individual states and the world.

Required Reading

Straus, Scott, and Barry Driscoll. *International Studies: Global Forces, Interactions, and Tensions*. 2nd edition. CQ Press: Thousand Oaks, 2022.

Additional readings (in PDF format or as links) will be posted on Carmen if appropriate or necessary.

Course Requirements and Students' Responsibilities

Participation: All students are expected to participate in class discussions. 10% of the final grade.

Attendance: All Students are expected to attend class. 5 % of the final grade. Thus, with an expected 32 class sessions, missing one class will result in a .0016 reduction of your

overall class grade. Please make the appropriate calculations to determine what you can or cannot bear in terms of missed attendance.

Short papers: 2 short papers, 2-3 pages each. 20% of the final grade each.

Final Paper: 4-6 pages. 30% of the final grade.

In-Class Presentation: 15% of final grade.

Extra Credit Opportunities: 5 one-page papers, 0.5 points each (points are added to the final class grade).

Extra Credit (1 point on final class grade): Student evaluations are critical to the department's effort to improve classes. However, the response rate has been meager, as participation is voluntary. To counter that, everyone in the class will receive a one-point extra credit on their final grade if the class achieves a response rate of 90% or higher for the class evaluations. Please note that this pertains only to the response rate.

Warnings

No make-ups for missed exams, papers, or assignments will be allowed under any circumstances except for valid medical reasons. Students experiencing any medical condition that necessitates missing an exam must contact me as soon as possible; otherwise, they will not be permitted to make up the missed work.

Missed deadlines will result in an automatic 10% grade reduction for each 24-hour delay. Thus, if the original deadline is missed, 10% of the grade is automatically deducted, and an additional 10% is deducted for each 24 hours thereafter.

Finally, all makeup work is left to the instructor's discretion and may differ significantly from the work assigned to the rest of the class. No make-up for papers will be allowed. INSTRUCTORS CANNOT GIVE EXAMS EARLY TO ANY STUDENT UNDER ANY CIRCUMSTANCES.

NOTE: PROFESSOR RESERVES THE RIGHT TO CHANGE DUE DATES DEPENDING ON HOW THE CLASS IS PROGRESSING.

GRADING:

All Students are strongly encouraged to retain all graded assignments until their final grade is posted and they are satisfied with it. Any disagreement between the grade recorded in the professor's records and the student's belief should be resolved in the student's favor only if the graded assignment reflects the appropriate grade. Thus, having the graded assignment is an essential first step in any grade correction attempt. Without such evidence, there is no hope whatsoever.

You can expect assignments to be graded and commented on within seven days. PLEASE NOTE THAT THE GRADING ON CARMEN IS NOT VALID. CARMEN TREATS ALL ASSIGNMENTS AS EQUAL, AND THEREFORE, THE COLUMN

FOR TOTAL (GRADE) IN CARMEN IS NOT VALID. INSTEAD, USE THE WEIGHTS LISTED ABOVE TO ESTIMATE YOUR CURRENT GRADE IN CLASS. ATTENDANCE GRADES DO NOT COUNT. FURTHERMORE, EXTRA CREDIT CAN NEVER HURT YOUR GRADE; ONLY IMPROVE IT.

So, in this class, your actual grade would be calculated as follows:

$$\begin{aligned}
 \text{Final grade} = & \text{paper1 grade} * .20 + \text{paper2 grade} * .20 \\
 & + \text{final paper grade} * .30 + \text{In Class presentation grade} * .15 \\
 & + \text{participation grade} * .10 + \text{attendance} * .05 \\
 & + \text{ex credit 1 grade} * .005 + \text{ex credit 2 grade} * .005 \\
 & + \text{ex credit 3 grade} * .005 + \text{ex credit 4 grade} * .005 \\
 & + \text{ex credit 5 grade} * .005
 \end{aligned}$$

Grading Scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-94	93-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59

Legal Requirements

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)**). For additional information, see the **Code of Student Conduct**.**

Disability

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make

arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations:

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a

course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**. (Policy: **Religious Holidays, Holy Days and Observances**)

Campus Free Speech Policy:

Our shared values include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. The university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship."

Mental Health/Wellbeing:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and the 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual misconduct/relationship violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Recording Lectures:

Students must get express permission from their instructor to record class sessions. Screenshots showing instructors and students are considered recordings. Even if permission is granted, student-initiated recordings must be used only for educational purposes for the students enrolled in the initiating student's class. Recordings may be used only during the period in which the student is enrolled in the class. Authorized student-initiated recordings may not be posted or shared in any fashion outside of the class, including online or through other media, without the express written consent of the course instructor or appropriate University administrator. Students who engage in the unauthorized distribution of class recordings may be held in violation of the University's Code of Conduct and/or liable under Federal and State laws.

Copyright Disclaimer:

The materials used in connection with this course are subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. I consider this material my work (unless otherwise noted) and do not want it distributed outside of the class. Materials such as lecture notes, labs, assignments and their solutions represent the instructor's own original work (unless otherwise noted) and may not be commercialized in anyway by students or disseminated to anyone not enrolled in the class, currently or in the future. Students who engage in the unauthorized distribution of class recordings may be held in violation of the University's Code of Conduct and/or liable under Federal and State laws.

Health and safety requirements:

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Miscellaneous

If students want their exams and papers after the semester ends, they must notify the Instructor within two weeks of the beginning of the following semester. Otherwise, their exams, papers, etc., will be disposed of after the 1st week of the following semester.

GEL – LEGACY GEN EDS. SOCIAL SCIENCE GOALS AND LEARNING OUTCOMES

This course fulfills two of the GEC requirements: Diversity (Global Studies) and Social Science (Individuals and Groups)

Goals for Social Science Courses:

Students understand the systematic study of human behavior and cognition; the structure of societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to studying individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem-solving and policy-making.

Goals for Diversity:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Global Studies:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

GEN – NEW AUTUMN 2022 GEN EDS. FOUNDATIONS SOCIAL AND BEHAVIORAL SCIENCES GOALS AND LEARNING OUTCOMES

Goals:

1. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods and modes of inquiry.
2. Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Hopefully, this class will give the students a broader awareness of different cultures and their economic, political, and social structures. This understanding will derive from a theoretical, as well as a normative perspective.

Expected Learning Outcomes:

1. Explain basic facts, principles, theories and methods of social and behavioral science.
2. Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
3. Analyze how political, economic, individual or social factors and values impact social structures, policies, and/or decisions.
4. Evaluate social and ethical implications of social scientific and behavioral research.
5. Critically evaluate and responsibly use information from the social and behavioral sciences.

How this Class Addresses GEL and GEN Requirements

This class will draw upon interdisciplinary social science perspectives, methods, and theories to analyze and understand globalization's complexity, significance, and contentiousness. To achieve these goals, students can expect to read critically, think, write, and participate in class discussions examining globalization from historical, economic, geographical, sociological, and political science perspectives. In addition, the course will stress readings, lectures, and discussions that compare and contrast the degree to which countries from around the world are, in fact participating in globalization.

Readings and assignments will expose the student to the contemporary theories, research, and controversies in globalization. The student will be able to apply these techniques to the critical analysis of global issues of war and peace, the transformation of the economic world of trade, production, and finance, and the global interconnectedness of environmental and health issues, to name a few.

Class Schedule

WEEK 1

What is globalization, and Why Study it?

Readings

Straus & Driscoll: chapters 1

WEEK 2

How the world got to where it is.

Readings

Straus & Driscoll chapter 2

WEEK 3-4

Conceptual Lens to Study Globalization

Readings

Straus & Driscoll chapter 2

WEEK 5-6

The Actors in Globalization

Readings

States: Straus & Driscoll chapter 3

IGOs: Straus & Driscoll chapter 4

Civil Society: Straus & Driscoll chapter 5

Social Identities and Culture: Straus & Driscoll chapter 6

Money: Straus & Driscoll chapter 7

First Paper Due Around This Time (Specific Date Will be Given in Class)

Global Challenges

WEEK 7

Democracy And Representation

Readings

Straus & Driscoll chapter 8

WEEK 8

Human Rights

Readings

Straus & Driscoll chapter 9

WEEK 9

Development

Readings

Straus & Driscoll chapter 10

WEEK 10

Conflict

Readings

Straus & Driscoll chapter 11

WEEK 11

Migration

Readings

Straus & Driscoll chapter 12

WEEK 12

Health

Readings

Straus & Driscoll chapter 13

WEEK 13

Environment

Readings

Straus & Driscoll chapter 14

WEEK 14

Food

Readings

**Final Papers are due on or before April. 29TH,
11.59M, 2026, on Carmen's assignment page.**