

### Activity #3: Innovations Across Nations Report

<b>1. Writing and Research in the Disciplines (ENG 112)</b>
This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.
<b>2. Innovations across nations</b>
Students will identify a current issue in America that is in need of a solution. Students will then research what innovations in America and at least two other nations present possible solutions to this issue. The two other nations should reflect at least two different global regions. Students will compare and contrast the different nations' solutions and discuss their expected efficacy.  Suggested Topics:  Topic 1: Students compare and contrast America's approach to tolerance in a diverse society by contrasting American policies and norms with countries like Singapore and South Africa.  Topic 2: Students compare and contrast American immigration policies and attitudes with those of countries of at least two different global regions.  Topic 3: Students compare and contrast American healthcare systems with those of countries of at least two different global regions.  Topic 4: Students compare and contrast American education practices with those of countries of at least two different global regions.  Topic 5: Students compare and contrast American family medical leave policies with those of countries of at least two different global regions.
<b>3. Objective:</b>
The purpose of this activity is to help students understand the value of examining other cultures in order to gain new perspectives on issues.
<b>4. Time:</b>
4 weeks

## 5. Materials:

1. Access to NC Live, or equivalent database, for scholarly journal articles and e-books (access to a campus library would also be helpful)
2. Class's Learning Management System to provide links to guiding resources for this assignment
3. Computer and internet access
4. Suggested resources for research are found at the end of this activity.

## 6. Procedure:

1. Students will read the prompt for the International Innovative Report so that they will understand the end product of this activity.
2. Students will then read the prompt for the Annotated Bibliography.
3. Students will construct an annotated bibliography of sources.

### **Prompt for the annotated bibliography:**

An annotated bibliography is an important research tool that includes a compilation of sources with notes taken on each source. Through the acts of summarizing, evaluating, and reflecting when writing an annotated bibliography, a person deepens his or her understanding of each source.

In this annotated bibliography assignment, you will find three (3) sources that you will eventually use for your International Innovative Report.

### **Types of sources:**

- one source must be an up-to-date, peer-reviewed, scholarly journal article, preferably from NCLive Ebsco
- one source must be a credible, well-referenced, current website, webpage, or web article
- one source can be any of the following: \*another peer-reviewed, scholarly journal article \*another credible, well-referenced, current website, webpage or web article \*an up-to-date book or e-book \*an up-to-date, credible video talk, video interview, and/or documentary

### **Format for the annotated bibliography:**

- Start with an appropriate heading.
- The bibliography will have an entry for each of the three sources.
- Each entry will have a citation and then three (3) paragraphs of discussion of the source (see below for the content of each paragraph).
- All citations will be in APA or MLA format.
- After each source's citation, provide a first (1<sup>st</sup>) paragraph that establishes the source's credibility: through what publication or

organization was the source published, who authored it, what are the author's (or authors') credentials, how does the source substantiate and document its information, when was the source published or updated. This paragraph should be 4-6 sentences long.

-Next in that entry, provide a second (2<sup>nd</sup>) paragraph that summarizes the source, including its major premises, its most important information, and summary of what types of evidence are used in the source. This paragraph should be 4-6 sentences long.

-Finally in that entry, provide a paragraph discussing how this source will be used for the International Innovative Report. This paragraph should be 3-5 sentences long. **ONLY IN THIS PARAGRAPH MAY YOU USE FIRST PERSON PRONOUNS.**

**\*\*\*In summary, the bibliography will have three entries, each with a citation followed by three paragraphs of specific content, totaling nine paragraphs in the paper.\*\*\***

4. Students will compose the report.

**Prompt for the International Innovative Report:**

You will write about the same topic as your annotated bibliography's.

You will choose a current issue in America that is in need of a solution (there is a list of four strongly suggested issues). You will then research what innovations in America and at least two other nations present possible solutions to this issue. You will make an annotated bibliography of your three major sources on your topic. Then, in a formal paper report, you will compare and contrast the different nations' solutions and discuss their expected efficacy.

Types of Sources (same as those listed in the annotated bibliography prompt):

Types of sources:

-one source must be an up-to-date, peer-reviewed, scholarly journal article, preferably from NCLive Ebsco

-one source must be a credible, well-referenced, current website, webpage, or web article

-one source can be any of the following: \*another peer-reviewed, scholarly journal article \*another credible, well-referenced, current website, webpage or web article \*an up-to-date book or e-book \*an up-to-date, credible video talk, video interview, and/or documentary

Basic Paper guidelines:

-Below you'll find an outline for each paragraph. Follow it carefully. Make sure you include all the required content for every paragraph.

-Failure to find and use the right types of sources will be severely penalized.

- Paper should be at the very least four (4) full pages long, not including your list of sources at the paper's end.
- Use 12 point Times New Roman or a font of an equivalent size.
- You may use either APA or MLA formatting and documentation.
- Failure to cite information properly will be severely penalized.
- If you need an additional source or two to fill in gaps in your knowledge, you may add to your existing three sources (those you have presented in your annotated bibliography). Any added sources must be credible.

Paper outline:

**Introduction Paragraph:**

- Introduce the issue.
- Introduce who is affected by this issue.
- Introduce, briefly, each country's approach to this issue.
- Thesis statement-Articulate in one to two sentences why this topic is important and in need of examination and understanding.

**Body Paragraph 1:**

- Reiterate and expand on what you have already articulated about America's approach to this issue.
- Introduce any source material pertinent to America's approach.
- The first time you mention any source, you should provide author information, title, and brief reference to what type of source it is.
- Provide plenty of detail on what this source material presents about America's approach to this issue.

**Body Paragraph 2:**

- Reiterate and expand on what you have already articulated about a second nation's approach to this issue.
- Introduce any source material pertinent to this second nation's approach.
- The first time you mention any source, you should provide author information, title, and brief reference to what type of source it is.
- Provide plenty of detail on what this source material presents about this second nation's approach to this issue.

**Body Paragraph 3:**

- Reiterate and expand on what you have already articulated about a third nation's approach to this issue.
- Introduce any source material pertinent to that third nation's approach.
- The first time you mention any source, you should provide author information, title, and brief reference to what type of source it is.
- Provide plenty of detail on what this source material presents about this third nation's approach to this issue.

**Body Paragraph 4:**

- Compare and contrast the three nations' approaches to the issue.
- Discuss the effectiveness and drawbacks of all approaches.

- Discuss short term and long term consequences of all approaches.
- Discuss the potential for other nations' approaches to be adopted to some degree in America, including likelihood of success and likelihood of difficulty.

**Conclusion Paragraph:**

-Address the future of this issue if it persists in America including answers to these questions: What might happen if this issue persists with no or little intervention (avoid fatalistic language)? How might the issue worsen (again, avoid fatalistic language)? How will this issue change if positive intervention is enacted?

-In this paragraph, it is acceptable to take a clear stance (without using first person pronouns) on what approaches might enhance America's approach to this issue.

**APA References Page or MLA Works Cited page**

**7. Assessment:**

Students will be assessed using rubrics for both the annotated bibliography and the report.

**Annotated Bibliography rubric:**

Students will be graded on the following areas-

- \*selection of required sources
- \*adherence to prompt guidelines, including inclusion of all content asked for by the annotated bibliography format guidelines
- \*use of academically appropriate language, including omission of any second person pronouns and any first person pronouns (except for the one part of the annotated bibliography on which those are allowed)
- \*grammar and punctuation
- \*clarity of prose
- \*style of prose
- \*APA or MLA citation format

**International Innovative Report rubric:**

- \*selection of required sources
- \*adherence to prompt guidelines, including inclusion of all content asked for by the report format guidelines
- \*thorough explanation of ideas
- \*coherence
- \*transition between paper paragraphs and sections
- \*use of academically appropriate language, including **omission** of any second person pronouns and any first person pronouns
- \*grammar and punctuation
- \*clarity of prose
- \*style of prose
- \*APA or MLA in-text and bibliography citation format
- \*Proper citing of **any** outside source material
- \*APA or MLA formatting

### **Resources Relevant to Suggested Topics:**

***Topic 1: Students compare and contrast America's approach to tolerance in a diverse society with approaches of countries of at least two different global regions.***

- This is a link to the U.S. State Department's 2010 report on Singapore's religious freedom policies, "2010 International Religious Freedom Report 2010: Singapore"

<http://www.state.gov/j/drl/rls/irf/2010/148893.htm>

**The following resource on gender identity is recommended by the Center for European Studies at UNC Chapel Hill.**

- This is a great narrative piece by The Economist comparing and contrasting how changes in welfare states and the post-industrial economy have affected manhood in both the United States and Europe.

<http://www.economist.com/news/essays/21649050-badly-educated-men-rich-countries-have-not-adapted-well-trade-technology-or-feminism>

***Topic 2: Students compare and contrast American immigration policies and attitudes with those of countries of at least two different global regions.***

- [http://learning.blogs.nytimes.com/2014/12/10/border-politics-debating-immigration-policy/?\\_r=0](http://learning.blogs.nytimes.com/2014/12/10/border-politics-debating-immigration-policy/?_r=0): This *New York Times* blogpost contains an extensive list of links to online *New York Times* articles on immigration policies and attitudes from several different countries.

**The following resources are recommended by the Consortium in Latin American Studies and Caribbean Studies at the UNC Chapel Hill and Duke University:**

- <http://lafilm.web.unc.edu/category/type/documentary/> ---This is a link to the Consortium's film library of Latin American and Caribbean documentaries.

**\*\*\*Instructors interested in obtaining any films through the Consortium's film library can get contact information to request to borrow films through this link:**

<http://lafilm.web.unc.edu/welcome/lending-policy/>

- From the Consortium's film library: *Harvest of Loneliness* (2010)- This film explores Mexican immigrant experiences in the U.S. from the last seventy years.
- <http://migration.unc.edu/resources/>: This webpage from UNC Chapel Hill's Consortium in Latin American and Caribbean Studies offers resources on Latino American migration specifically in North Carolina.
- Oral histories (both recordings and transcripts) from Latino immigrants in North Carolina <http://migration.unc.edu/programs/new-roots-nuevas-raices/>

**The following resources are recommended by the Center for European Studies at UNC Chapel Hill.**

Although immigration in Europe is not, of course, uniquely Muslim, much of the debate is around Muslim immigration in Europe. There is a fascinating and very accessible series of stories on NPR on Muslim Identity in Europe that CES can highly recommend.

- Muslim Identity In Europe: <http://www.npr.org/series/390489340/muslim-identity-in-europe>

Specific stories recommended are:

- What It's Like To Be Young And Muslim In Europe: <http://www.npr.org/2015/03/02/390119277/what-its-like-to-be-young-and-muslim-in-europe>
- In France, Young Muslims Often Straddle Two Worlds: <http://www.npr.org/sections/parallels/2015/03/03/390449785/in-france-young-muslims-often-straddle-two-worlds>
- In Berlin, Grassroots Efforts Work To Integrate Inner-City Schools: <http://www.npr.org/sections/parallels/2015/03/05/390753243/in-berlin-integration-is-child-s-play>

***Topic 3: Students compare and contrast American healthcare systems with those of countries of at least two different global regions.***

**The following resources are recommended by the Carolina Center for the Study of the Middle East and Muslim Civilizations**

- International Conference on Health Issues in Arab Communities: <http://www.arabhealthconference.org/>

- Prevalence rates of mental illness in MENA are similar to the prevalence rates worldwide. The MENA region has been greatly affected by conflicts, some of which are ongoing such as in Syria, Palestine, and Iraq. A recent study found that countries in MENA affected by conflict tend to report a much higher rate of depression.  
<http://www.globalhealthmiddleeast.com/social-barriers-to-mental-health-services/>

**The following resource is recommended by the Center for European Studies at UNC Chapel Hill.**

- Ellen Immergut, "The Rules of the Game: The Logic of Health Policy Making in France, Switzerland and Sweden." In Sven Steinmo, et al. (eds.), *Structuring Politics: Historical Institutionalism in Comparative Analysis*, Cambridge, 1992.

***Topic 4: Students compare and contrast American education practices with those of countries of at least two different global regions.***

**The following resources are recommended by the Carolina Center for the Study of the Middle East and Muslim Civilizations**

- Education, Jobs, and Equity in the Middle East and North Africa by Djavad Salehi-Isfahani, *Comparative Economic Studies*, (2012), 54, 843–861.
- Education in the Middle East and North Africa: The Current Situation and Future Challenges, Abdeljalil Akkari  
<http://files.eric.ed.gov/fulltext/EJ903844.pdf> (this article was published in 2004, may be a bit outdated).
- Educational data- literacy rates as a way for comparison:  
[http://data.uis.unesco.org/Index.aspx?DataSetCode=EDULIT\\_DS&popupcustomise=true&lang=en](http://data.uis.unesco.org/Index.aspx?DataSetCode=EDULIT_DS&popupcustomise=true&lang=en) Examples include:
  - Bahrain youth literacy rate - 99.76%
  - Iran youth literacy rate - 98.98%
  - Saudi Arabia youth literacy rate - 99.34%
  - Yemen youth literacy rate - 90.23%

**The following resource is recommended by the Center for European Studies at UNC Chapel Hill.**

- This resource is from the Center for International Understanding at UNC. It is the findings of a delegation of NC teachers and leaders who studied and visited schools in Finland. Many of the findings are tailored to a NC reading audience and include direct comparisons.

[http://ciu.northcarolina.edu/wp-content/uploads/2013/10/Finland\\_Rpt\\_FINAL.pdf](http://ciu.northcarolina.edu/wp-content/uploads/2013/10/Finland_Rpt_FINAL.pdf)

**The following resources are recommended by the Carolina Asia Center at UNC Chapel Hill:**

- Stevenson, Harold W. "Learning from Asian schools." *SCIENTIFIC AMERICAN-AMERICAN EDITION*- 267 (1992): 32-32.
- Teaching: Best Practices from Around the World:  
<http://asiasociety.org/global-cities-education-network/teaching-best-practices-around-world>
- Asia tops biggest global school rankings :  
<http://www.bbc.com/news/business-32608772>
- Education Issues in Asia and Pacific:  
<http://www.adb.org/sectors/education/issues>
- Comparing U.S. and Chinese Public School Systems:  
<http://sitemaker.umich.edu/vanschaack.356/home>
- Education: <http://asiasociety.org/education>

**Topic 5:** Students compare and contrast American family medical leave policies with those of countries of at least two different global regions.

**The following resource is recommended by the Center for European Studies at UNC Chapel Hill.**

- This is the most comprehensive resource on family and medical leave in Europe. It is a scholarly book, but is highly readable: *Working Mothers and the Welfare State: Religion and the Politics of Work-Family Policy in Western Europe and the United States* (Stanford University Press 2006), by Kimberly Morgan.

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