

**George Fox University**  
**GEED 490: Liberal Arts and Critical Issues**  
**Topic: The Developing World & the West**  
**Autumn 2007**

**Plenary Section: Monday, 4:40-5:30 or 7:00- 8:00 in LEM 8**  
**Discussion Section: 6:40-8:30 in STV 101**

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## **Welcome:**

Yes! Welcome! Welcoming is a vital component of any meaningful endeavor to me. It is our hospitality, our care and concern for those around us and those far from us – especially as we understand ourselves to be representatives of God in the world, but also simply because we are first and foremost humans inextricably connected together in webs of interrelations – that makes the difference between robust living and harsh existing; more often than not, between bloodshed and fellowship.

May we listen well to one another; may we courageously speak our minds and hearts – in humility – but nonetheless speaking what needs to be said, asking questions, affirming what we see as truth and challenging what we believe are misconceptions; may we have grace and mercy toward all; may we bear each other's burdens, accepting and seeking help when needed and offering it as possible.

So, welcome to Senior Capstone. ☺

## **Catalog Course Description:**

A course designed to encourage students to integrate their specialized knowledge and general education with Christian faith, in the context of addressing a public issue of current significance. The course explores how various disciplinary approaches to discerning truth may contribute to collaborative social action. Students will participate in groups to research the chosen public issue and formulate an action proposal. Individual students will be asked to formulate their own statement of faith, learning and profession integration.

## **LACI Topic:**

“The Developing World and the West” is the topic for this semester. The topic was chosen by faculty and student groups because it fit the following expectations: It connects to many/all majors, holds current public interest, offers options for social action, invites discussion on the integration of faith, learning, and vocation, engages seniors and faculty in meaningful conversation, connects to life after college, and provides a chance to look at a topic not already part of GFU curriculum.

## **(Some) Course Objectives/Expected Student Competencies:**

1. To nourish George Fox University as a Christian intellectual community through a common senior experience, with interdisciplinary participation of a cross-section of the faculty.
2. To ensure GFU graduates have reflected carefully on and articulated coherently an approach to practical reason and Christian citizenship that informs their understanding of, and participation in, public issues.
3. To help students integrate what they have learned in the first three years of their college experience, to see the various elements of their education as fitting into a coherent whole, and to connect it with a clearer sense of vocation – that is, to integrate and apply at an advanced level the breadth of their studies.
4. To prepare students to take on crucial roles as citizens in public issues faced by their communities and nations, embodying Christ-like loving service as leaders
5. For students to demonstrate the objectives above by in-depth research on an issue concerning the developing world and the west. Drawing on Christian liberal arts training and through a collaborative, interdisciplinary effort, students design and conduct research to develop a well-considered response to an issue.

## **Course Rationale:**

We are always-already persons in community. We learn who we are in and through culture and this *learning-in-culture* shapes our very lives. Political engagements are a particular form of this ongoing, immersive social/communal interaction. We are, at our very cores, socio-political beings. As followers of Christ, our socio-political interaction is shaped by the lens of our theological commitments; and our theological commitments are shaped by the lenses of our socio-political culture. As suggested above, we live in complex webs of interaction.

Being as that these social networks of negotiation influence everything that we do, empowering some and ostracizing and marginalizing others, it seems eminently important for a variety of reasons to thoughtfully and systematically study the political in order that we might more fully engage in the shaping of ourselves, our families, our neighborhoods, our cities, our states, our countries, our regions, and our world.

As well, the world is increasingly connecting at various levels through ongoing and multiple advancements in technology. Cultures are interacting – integrating, clashing, negotiating, partnering – at monumental rates (one could suggest frenetic rates). Change in the international arena concerning international law, sovereignty issues, international and national organizations – IGO’s, INGO’s, NGO’s – is involving more of us, in more ways, more often. Monumental shifts concerning populations, environments, economics, militaries, governments, and the like seem to be almost daily news. With just a few moments of thought, the rationale for studying ideas and events with the local, national, regional, and international in mind presents itself as more immediately apparent than ever.

For better and worse, this is an amazing era in which to be studying U.S. foreign policy. The hope is that we come away more solidly recognizing our role to play in such matters as Kingdom sojourners preparing ourselves for an eternal abode while existing in this temporary one. As Christ taught us to pray, “Thy will be done on earth as it is in Heaven.”

## **Specifics on Obtaining Library Materials and Research Assistance:**

**Repeat after me... “The library is my friend.” ☺**

You will need to make use of the library for this course. If you are not already familiar with the general workings of the library, **go to the reference desk of the library and ask for a guided tour.** The library staff is wonderful and would be more than happy to facilitate your introduction to any resources you might need.

You will need to utilize electronic library databases, journals and other texts. Interlibrary loan (ILL) might also be something that you will need. More reasons to get to know the librarians.

After we have established some of your initial research trajectories, further research questions directed to me along the lines of “where/how do I find \_\_\_\_\_,” will often be met with subsequent questions for you of, “tell me about what you have done so far, where you have looked, how have you gone about searching,” and “have you discussed this question or these questions with a reference librarian?” Typically, only after you have pursued these options and I know that you have expended some significant effort will I be willing to wade in with further advice.

## **Course Material:**

### **Required Texts to Purchase:**

1. Griffiths, Robert J. (2006). *Annual Editions: Developing World 07/08*. New York: McGraw-Hill. ISBN: 978-0073516240
2. Mock, R. (Ed.) *Senior Capstone Core Text*
3. Mortenson, Greg and David Oliver Relin. (2007). *Three Cups of Tea: One Man’s Mission to Promote Peace... One School at a Time*. New York: Penguin. ISBN: 978-0143038252

## **Other material:**

Our course wiki

<http://wiki.georgefox.edu:8080/LACI-DEVWORLD>

User name: devworld

Password: oneworld!

We will utilize other material throughout the semester that will either be distributed in class, available on reserve in the library, Foxtale, the class wiki or available on the internet.

## **Course Requirements:**

### **1. Active learning at weekly lecture and discussion sessions (100 pts.)**

#### **Lecture Series**

Visiting scholars and practitioners have been carefully selected to speak at LACI lecture sections. They contribute interdisciplinary, outside academia perspectives. Informed students are invited to interact with the speakers during and after the lecture. Speakers may also be a helpful resource for research projects.

The lectures are required. They are very important as they provide significant foundation and tone for our course discussion sessions.

#### **Discussion Sections**

Students arrive at discussion sections with notes from the last lecture and completed assignments to be able to contribute to the discussion and activity.

### **2. A professional quality 5-7 page personal statement (100 pts.)**

#### **Personal Statement**

This is your chance to write a professional, academically astute paper that delineates your approach to living thoughtfully, wisely, and morally as a citizen of the world and as a citizen of Heaven/follower of Christ (this last part written as is possible for you based on your belief adherences). How is it that we “know” “truth” as discussed and read about this semester? How does your expertise in a particular discipline enhance liberal arts learning and life application? How, being who you are and knowing what you know, will you practice what you can for the sake of others in the world?

Why is what you know good and/or right? Why is what you choose to do important and/or meaningful? Why in the world should someone listen to, much less, follow you? Basically, how do you know that you are living and thinking well? And how will you utilize the resources and abilities that you possess for the sake of others (“others,” especially in the sense of our course, as meaning “the Developing world” and it’s impoverished, marginalized, and oppressed populations)?

I will grade your statements paying specific attention to the following criteria:

**Quality of expression:** Is it clear? vivid? powerful? concise? well organized? well-written?

**Reflection of course content:** Does it show mastery of what we have studied?

Does it reflect insightful choices of what to incorporate and what to leave out?

**Quality of argument:** Is it well-reasoned, insightful? Does it give evidence the student has gone beyond the course content?

**Quality of application:** Does appropriately and creatively apply course ideas to real life?

*This will be posted to FoxTale and accessible to your colleagues*

### **3. Liberal Arts research on a critical issue of the Developing World and the West (200 pts.)**

#### **Liberal Arts and Critical Issues (LACI) Research Project**

As a group, drawing on Christian liberal arts training and through a collaborative, interdisciplinary effort, you design and conduct research to develop a well-considered response, or solution, to a chosen issue within the topic Developing World and the West. A full report is given in the discussion section

#### **Class Presentation of Research**

Bring your campus display to class. Collaborate in a 20-25 minute formal presentation that includes a) the problem you studied, b) highlights of your research findings, c) the impact of studying this problem with a liberal arts perspective, d) the response to the problem chosen by your team, and the top three to four speaking points for judges during the Liberal Arts campus exhibit. The purpose of this assignment is to highlight your research and response to an important issue; your goal is to provide the class with reliable and credible new information, analysis, and plan for response from liberal arts educated Christians of the west. Your score will be based on the extent you achieve that goal. After you finish your presentation, ask the class for feedback and critique. This may help you refine your presentation before you are judged in the Liberal Arts campus exhibit.

### **4. Present research at the Liberal Arts campus exhibit (100 pts.)**

#### **Liberal Arts research exhibit**

Groups (from all sections of the LACI program) present their findings in a visual campus display critiqued by the campus community. The display is Monday, December 3, 12:00 to 4:00pm in the EHS Atrium. It is required that at least one group member be present at the display at all times. This person must be prepared to answer questions and challenges about their project. Displays are judged by a standard rubric that evaluates the quality of the research and its potential to make a real difference. This rubric will be available to students as they begin their research. Scores given by the campus community will result in the grade for the student research team. Prizes are awarded for the most effective senior display.

### **5. Demonstrate competency in the topic – quizzes or exams [based on reading, lectures, class presentations and the final Campus exhibit] (200 pts.)**

#### **Demonstration of competency in the Topic Developing World and the West**

Demonstrate you have learned the basic information required to be competent in the topic. Competence in the topic will be judged first through the semester by reading and lecture notes uploaded to Foxtale prior to the beginning of the lecture or discussion section at which they are due. A final exam at the end of the semester evaluates reading, lecture, and information gained at class presentations and the final Campus exhibit.

## **6. Conduct independent research (200 pts.)**

### **Independent research**

Create an independent research project to investigate an issue in the developing world. Go beyond coursework you have done in the past. Formulate a research question, identify connections to your own social networks and community, hear perspectives from the developing world, learn from the experience of others, and take a stand on the issue you have studied. You will present a position statement to the class. Structural specifics (length, font, font size, margins, bibliography) of the paper will be discussed elsewhere.

## **7. Interaction Papers (100 pts.)**

### **Interaction Papers**

These papers will be assigned in order for you to reflect on various topics such as: the implications of being a liberally educated college graduate; considering how your background contributes to your approach to involvement in the public arena; evaluating ways of knowing truth; the importance of culture in communication and collaboration; the role of the church in society and the place of Christians in social conflict and change; considering your vocation in light of your background and undergraduate experiences; etc. Specifics will be designated for each assignment on FoxTale.

## **8. Personalizing Interview and Write-up (100 pts., Posted by October 18)**

By October 18, you will post to our class FoxTale page a report of 500-750 words based on an interview (or interviews) that you have conducted during this semester with someone who has had a direct experience with poverty in the developing world in a way that is distinctly different than yours or the people you associate with most (immediate family, friends, peers/colleagues, etc.). Your interviews should be conducted in person (as opposed to over email, the phone, etc.). In your report, explain how the person's experience is different from yours and/or most of our class. Highlight how this person's different experience has affected their view of the world or of the purpose of life. You will be evaluated by how well you write up the report, how well it connects with ideas we have discussed in class, and how much your personal contact adds to the range of viewpoints available to our class. Most important, you will also be graded on how valuable your report is likely to be to your fellow students as they work on their interdisciplinary group projects.

*The Write-up will be posted to FoxTale and accessible to your colleagues.*

## **9. Weekly Group Regional News Presentation and Report (50 pts.)**

### **Group class discussion contributions and report**

Each week a member of the group (rotating through the entire group) will present to the class a compiled summary of a vital topic that is/has been occurring in the region of the globe assigned to such group. This way, every group should gain greater awareness of a particular region while as a class we will also be gaining in knowledge more generally about the developing world.

You should prepare a report to turn in that showcases the work you have done throughout the week. You should note the sources you have consulted – attaching the first page of one of the primary articles related to your work for the week – and you should write-up a solid and thought provoking summary of the material you have encountered to both guide you in your presentation and to allow me to better ascertain the work you have done.

You will be graded on the depth the material you present, your interaction with the material, and your ability to present it in an interesting and winsome manner to the class. Each week you should implicitly convey to us an answer to the general question, “Why should we care about what you are telling us.” Why is what you are telling us about important?

## Course Assessment:

Student's fulfillment of the course requirements will contribute to their course grade in accord with the following point structures (total – 1000 pts):

1. (100) Active learning at weekly lecture and discussion sessions
2. (100) A professional quality 4-7 page personal statement
3. (200) In-depth Liberal Arts group research on a critical issue of the Developing World and the West; formulate a collaborative project, learn, synthesize findings, and teach others
4. (100) Present research at the Liberal Arts campus exhibit
5. (150) Demonstrate competency in the topic – quizzes, exams (based on reading, lectures, class presentations and the final Campus exhibit)
6. (100) Independent research paper
7. (100) Interaction papers
8. (100) Personalizing Interview and Write-up
9. (50) Weekly Group Presentation of Pertinent News per region assigned

**TOTAL = 1000 pts.**

## Course Grading Criteria:

Graded Work:

George Fox defines grades using the following criteria (Catalog 2006/2007, pp. 226-227):

<p>A Superior</p> <p>A-</p> <p>B+</p> <p>B Good</p> <p>B-</p> <p>C+</p> <p>C Average</p> <p>C-</p> <p>D+</p> <p>D Passing but inferior</p> <p>F Failing</p>	<p>930-1000,</p> <p>900-929,</p> <p>870-899,</p> <p>830-869,</p> <p>800-829,</p> <p>770-799,</p> <p>730-769,</p> <p>700-729,</p> <p>670-699,</p> <p>600-669,</p> <p>000-599,</p>	<p>final letter grades will be based on the following designations:</p> <p>A</p> <p>A-</p> <p>B+</p> <p>B</p> <p>B-</p> <p>C+</p> <p>C</p> <p>C-</p> <p>D+</p> <p>D</p> <p>F</p>
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A plus (+) or minus (-) indicates positions between categories (for example, B+ = very good; C- = slightly below average, etc.).

## **Incomplete Work:**

“An I grade may be granted if a student incurs extended illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. An incomplete grade request (form available from the registrar’s office) is initiated with the course instructor. If the instructor determines an incomplete is appropriate s/he will indicate on the form the work to be completed, due date, and grade to be assigned if the work is not completed on time. Final approval or denial of the request is made by the registrar. An I not completed by the date indicated or within one semester will be changed to the grade assigned on the incomplete form.” (GFU Catalog p. 227)

## **Academic Honesty:**

“It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to their college life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one’s own, defacing and altering, and the disruption of classes.

**Cheating** is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. **Fabrication** is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form."

**Plagiarism** is "intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise."

One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an F on an individual paper or exam, loss of campus position or employment, an F on a course, disciplinary probation, removal from extracurricular or athletics activities, and suspension.” (GFU Catalog p. 229)

## **How to Submit Course Work:**

We will discuss this in class.

However:

Please allow yourself ample time to submit work by the due date. Last minute computer malfunctions, computer inaccessibility, assignment questions, etc. will generally not be seen as legitimate excuse for late work.

## **Disability Concerns:**

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, go to [ds.georgefox.edu](https://ds.georgefox.edu) or contact Rick Muthiah, Director of the Center for Teaching and Learning (ext. 2314 or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)).

## Academic Resource Center (ARC):

The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, general tutoring, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC hours of operation are from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. Call ext. 2327 or email [the\\_arc@georgefox.edu](mailto:the_arc@georgefox.edu) to schedule an appointment. Visit [arc.georgefox.edu](http://arc.georgefox.edu) for information about ARC Consultants' areas of study, instructions for scheduling an appointment, and helpful learning tools.

## Course Schedule/Readings:

Aug

27 Monday

**LECTURE:** The Capstone Course

30 Thursday

Welcome/Introduction to Course  
Class Topic-Issue-Concern Brainstorming  
Video and Discussion.

Sept.

3 Monday

**LECTURE :** Straight from Campus to Service

6 Thursday

Syllabi review  
Group Formation/Initial Group Topic Brainstorming  
Video and Discussion  
Read before Monday's lecture (and for Thursday's discussion) about the Millennium Development Goals on the course Wiki

10 Monday

**LECTURE:** The Millennium Goals

13 Thursday

**AE/DW:** Generally familiarize yourself with entire text (structure, content, emphases, etc.)  
**Core Text:** "Section 1: Introduction" of Core Text

17 Monday

**LECTURE:** Education in Kenya

20 Thursday

*Three Cups* – all of text  
**Core Text:** "Section II: Knowing the Truth"  
**Exam:** *Three Cups*, Core Text and class/plenary lectures (50 pts.)

**24 Monday**

**LECTURE: Faculty Panel I: How We Know**

**27 Thursday**

**AE/DW: Unit 1 – Understanding the Developing World**

**Due: INTERACTION PAPER 1 – reflections on unit 1 (2-4 pgs./20pts)**

**Oct.**

**1 Monday**

**LECTURE: Refugees**

**4 Thursday**

**AE/DW: Unit 2 – Political Economy and the Developing World**

**Map Quiz: Africa (10 pts.)**

**Due: INTERACTION PAPER 2 – reflections on unit 2 (2-4 pgs./20pts)**

**8 Monday**

**LECTURE: Faculty Panel II: Global Economics**

**11 Thursday**

**Core Text: “Section III: Intercultural Perspectives”**

**AE/DW: Unit 3 – Conflict and Instability**

**Due: INTERACTION PAPER 3 – reflections on unit 3 and Section 3 – how might these readings be understood as mutually informing? (2-4 pgs./20pts)**

**15 Monday**

**LECTURE: International Politics**

**18 Thursday**

**Due: Personalizing Interview Write-Up**

**Core Text: “Section IV: Christian Civility”**

**AE/DW: Unit 4 – Political Change in the Developing World**

**Map quiz: Asia (10 pts.)**

**Due: INTERACTION PAPER 4 – how might Section IV relate to positive international change especially as referenced through the lens of Unit 4? (2-4 pgs./20pts)**

**22 Monday**

**LECTURE: Human Trafficking**

**25 Thursday**

**AE/DW: Unit 5 – Population, Development, Environment, and Health**

**Map Quiz: Central/South America (10 pts.)**

**29 Monday**

**LECTURE: Community Health**

**Nov.**

**1 Thursday**

**Core Text: “Section V: Christian Roles in Public Conflict”**

**Map Quiz: E. Europe & Middle East (including N. Africa) (10 pts.)**

**5 Monday**

**LECTURE: Christians and Global Social Change**

**8 Thursday**

**AE/DW: Unit 6 – Women and Development**

**Due: INTERACTION PAPER 5 – reflections on the inherent worth of women and the importance of promotion and protection of the rights of women. Incorporate reasonings that are both theological and humanistic in nature. All of this especially as concerns the developing world (2-4 pgs./20pts)**

**12 Monday**

**LECTURE: AIDS and Orphans in Uganda**

**15 Thursday**

**Exam: Comprehensive of lecture/course content [study suggestions will be offered] (60 pts.)**

**Due: Personal Statement**

**19 Monday**

**No Plenary**

**(I am specifically available during this time for individual or group questions)**

**THANKSGIVING HOLIDAY (22<sup>nd</sup>-25<sup>th</sup>)**

**26 Monday**

**No Plenary**

**(I am specifically available during this time for individual or group questions)**

**29 Thursday**

**Group project presentations**

**Due: Independent Research Paper**

**Dec.**

**3 Monday**

**POSTER SESSION (EHS Atrium, 12-4 pm)**

**6 Thursday**

**Debrief group project research, group presentations, and group exhibit experiences**

**Ask ourselves what we have learned from this course, what have we gained from time spent together,**

**December 10-14 FINALS WEEK**

**Final Exam meeting is required**

**(missing this session will result in a letter and a half course grade deduction [150 pts.]**