

Global Awareness Proseminar

INTL 260-A

Fall 2015

Wednesdays, 5:30-6:20 p.m.

Hoover 211

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Office Hours: Mondays & Wednesdays 12-2 p.m. and 4-5 p.m.; also by appointment

Introduction

This seminar will focus on developing students' intercultural communication skills and encouraging curiosity and appreciation for new cultures as an expression of God's diverse creation. The broad goal of the course is to help students maximize their study abroad and internationally focused internship experiences while growing as a globally aware, culturally sensitive individual.

The curriculum is designed to provide practical strategies for engaging with people from different cultures and overcoming hurdles in cross-cultural interactions. These practical strategies involve learning about the values, behaviors, and practices unique to different cultures, as well as the different political, economic, and social institutions and challenges that exist among countries and cultures.

In addition to increasing cross-cultural engagement and communication skills, another key element of the curriculum is to provide students with useful tools and strategies for dealing with commonly cited challenges for study abroad students, such as culture shock and feelings of loneliness in a foreign environment. Students will be challenged to consider how their personal strengths can help them overcome these challenges and turn them into opportunities for personal growth. Relatedly, students will be encouraged to seek out new experiences at home and abroad that contribute to global awareness and cultural learning.

Student Learning Outcomes

Upon successful completion of this course, students should be able to do the following:

- Demonstrate knowledge of their destination (or anticipated destination) country's cultural values, behaviors, and practices and how these differ from their own
- Demonstrate knowledge of their destination (or anticipated destination) country's political, economic, and social structures and how these differ from those in the United States
- Recognize ways in which their unique strengths can be used to maximize study abroad/internship experiences
- Identify ways in which strengths can become weaknesses in the context of a study abroad/internship experience
- Articulate specific ways in which they plan to connect with the community and culture in which they are living while abroad
- Specify actions and resources for dealing with issues of culture shock, fatigue, loneliness, frustration, or other challenges while abroad

Textbook and Course Readings

- Duke, Steven T. 2014. *Preparing to Study Abroad: Learning to Cross Cultures*. Sterling, VA: Stylus Publishing.
- Students should come to class each week prepared to discuss international current events related to their destination country or a region/country of interest. Recommended sources include *The New York Times*, *The Economist*, Radio Free Europe (www.rferl.org), and BBC World News (www.bbc.com/news/world).

Class Schedule (Subject to Change)		
Class Meeting Date	Topic	Assignment Due
Week 1: Sept. 2	Syllabus Review and Introduction	None
Week 2: Sept. 9	No Class—Serve Day	None (check FoxTale for Reflection #1 prompts)
Week 3: Sept. 16	Cross-Cultural Engagement: Part I	Read Duke Introduction & Ch. 1; Reflection #1 due
Week 4: Sept. 23	Cross-Cultural Engagement: Part II <i>Guest Speaker: Tiona Cage</i>	Read Duke Ch. 2; Reflection #2 due
Week 5: Sept. 30	Visible Dimensions of Culture	Read Duke Ch. 3-4; Reflection #3 due
Week 6: Oct. 7	Less Visible Dimensions of Culture <i>Guest Speaker: Stephen Winterburg</i>	Read Duke Ch. 5-6; Reflection #4 due
Week 7: Oct. 14	Political Understanding	FoxTale reading; Class Discussion #1
Week 8: Oct. 21	Economic Understanding	FoxTale reading; Class Discussion #2
Week 9: Oct. 28	Social & Religious Understanding	FoxTale reading; Class Discussion #3
Week 10: Nov. 4	Utilizing Your Strengths	Read Duke Ch. 7 & FoxTale reading
Week 11: Nov. 11	The “Shadow Side” of Strengths	Reflection #5 due
Week 12: Nov. 18	Culture Shock	Read Duke Ch. 8
Week 13: Nov. 25	No Class—Thanksgiving	None
Week 14: Dec. 2	Study Abroad Roundtable	Submit questions for discussants to FoxTale by 5 p.m.
Week 15: Dec. 9	Christmas Across Cultures	Cultural Portfolios due
This seminar has no final exam.		

Assignments

Reflections

Students will submit five short reflections related to that week’s topic. Students should turn in one hard copy at the start of class and also submit an electronic copy to FoxTale. Reflections should be between 400-500 words, single-spaced, 12-point font (approximately 400-500 words). Reflection prompts will be posted to FoxTale a week prior to the due date. While these reflections are intended to be informal and conversational in tone, please ensure that all reflections use proper grammar, syntax, and punctuation.

Class Discussions

Students will facilitate three in-class discussions during the course of the semester that focus on a political, economic, and social/religious aspect of their destination (or anticipated destination) country. Students will select a topic or issue pertaining to their country or region to discuss in class (the selected topic or issue should correspond to the theme for that week). Students should prepare a brief discussion (about 5 minutes) and develop at least three questions to present to the class for discussion. **Discussion questions should be emailed to me no later than 5 p.m. on the day of the class discussion.**

Cultural Portfolio

Students will create a “cultural portfolio” due at the end of the semester. This portfolio should highlight the country in which the student plans or hopes to travel as part of the study abroad experience and should incorporate elements of the topics discussed throughout the semester (religion, political culture, geography, population demographics, socioeconomic issues, etc.). Portfolios should be informative (i.e., give factual information about the

destination country), but students are free to be creative. Students may wish to create their portfolio to use as a resource for their study abroad trip (for example, include maps, create vacation itineraries, identify recommended restaurants or foods to try, etc.). At a minimum, portfolios should contain information on visible dimensions of culture, less visible dimensions of culture, population demographics, and either a political, economic, or social challenge facing the country and/or region. Students are encouraged, however, to exceed this minimum. Students should submit two copies of the portfolio assignment: one physical copy and one electronic copy posted to FoxTale.

Attendance/Participation

Given the nature of this seminar, attendance and participation are critical. Please see the “Attendance and Make-up Policies” section below for attendance guidelines. Please note that attendance does not guarantee a participation grade—students should be prepared to contribute to class discussion and activities each week. The weekly reflections and readings are intended to get students prepared for the week’s topic in advance of the seminar. Participation grades will be evaluated based on students’ level of preparation for class and engagement in class discussions and activities.

Grade Distribution			
<i>Assessment</i>	<i>Point Value (each)</i>	<i>Percentage (each)</i>	<i>Overall</i>
Reflections (5)	5 points	5%	25 points (25%)
Class Discussions (3)	10 points	10%	30 points (30%)
Attendance	10 points	10%	10 points (10%)
Participation	10 points	10%	10 points (10%)
Cultural Portfolio	25 points	25%	25 points (25%)
Total			100 points (100%)

Grading Scale

A 10-point, +/- grading scale will be used for this class:

A+ 97-100	A 93-96	A- 90-92	B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72	D+ 67-69	D 63-66	D- 60-62
F 59 below					

Attendance and Make-up Policies

- Attendance is expected and required. For each absence after 1, you will lose 10% of your attendance grade unless you provide documentation such as a doctor’s excuse, letter from GFU-sponsored program, etc. All documentation is due to me no later than the end of class on Friday, December 11. Please keep in mind that I reserve the right to reject all non-university related and non-medical excuses. .
- Written assignments not turned in on time will lose 10 percent of the total points for the assignment for each weekday they are late.
- If you miss class for any reason, it is your responsibility to find out what you have missed. Try to get to know a classmate who can provide you with notes and information.

Other Notes

- If you send me an email and do not get a response after two days, please email me again. I want to ensure that I am responsive to all your questions, but it is reasonable to assume that communication errors can occur. I prefer that you send emails to [gmiller@georgefox.edu](mailto:gmillier@georgefox.edu).
- I reserve the right to make modifications to the syllabus as deemed necessary. Any modifications to assignments will be announced in class, and a revised syllabus will be posted to FoxTale.

Students with Disabilities

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 can be appropriately met. For more

information, go to ds.georgefox.edu or contact Rick Muthiah, Director of Learning Support Services (503-554-2314 or rmuthiah@georgefox.edu).

Academic Resource Center (ARC)

The Academic Resource Center (ARC) on the Newberg campus provides all students with free writing consultation, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC, located in the Murdock Learning Resources Center (library), is open from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. To schedule an appointment, go to the online schedule at arcschedule.georgefox.edu, call 503-554-2327, email the_arc@georgefox.edu, or stop by the ARC. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, learning tips, and a list of other tutoring options on campus.