

First Year Seminar (FYS 101-01) - Spring 2019

Living in a Multicultural World

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Teaching Assistants:	Via Li Phone: 617-595-0398 Email: 836918264@qq.com Kriz Pastrana Phone: 407-218-1520 Email: krizabel.pastrana@pmc4.onmicrosoft.com
Class Days/Time:	Monday & Wednesday, 12:30-2:10 pm
Class Location:	Haldan 212

Important Websites:

Student Portal: portal.pmc.edu/estudent (midterm & final grades)

Moodle: online.pmc.edu (homework assignments, course information, and documents/readings)

Required Texts: All readings and other materials will be on Moodle, so you must be able to access it.

Course Description: Pine Manor College (PMC) is home to a diverse and multicultural student body and each student possesses a unique history, tradition, and value system to share and celebrate within the PMC community. This course is designed to expand first year students' understanding of self and the dynamics of intercultural relationships, in an effort to increase their ability to become effective at multicultural communication, both within the PMC community and beyond. Students will be led on a journey to deeply explore their own identity and how our various social identities (*race, ethnicity, gender, social class, religion, sexual orientation, etc*) impact the way we see and interact with the world around us. Students will engage in a variety of projects and exercises that will help them recognize these cultural differences, respectfully interact with culturally different individuals, and ultimately enhance their overall cultural intelligence (CQ). These powerful skills will allow students to flourish on whatever path (personal, educational, professional) they choose to follow.

This first year seminar is designed to help students transition into the Pine Manor College learning community. As such, we will endeavor to be overt both in our approach to learning and in identifying skills for success in this class and in your other PMC classes.

Common Curriculum requirement: Our course also fulfills one of the requirements of the Common Curriculum of Pine Manor College-the first of two courses addressing "Ideas, Values and Meaning: How do we examine humanity's enduring questions?" "Ideas" courses engage students in examining relevant, enduring questions by reflecting on their scientific, ethical, and social dimensions; explore how ideas, values and meanings shape responses to these questions; and integrate philosophical, literary, and historical foundations to address practical and contemporary problems. The focus of our course- Can we achieve a better understanding of ourselves and each other so we can appreciate our multicultural world?- is a question which, when answered in the affirmative, will make for a more enriching experience for all of us within the PMC community and beyond.

Advising:

I will be your academic advisor so we will work together, through both informal and formal meetings, to ensure that you are making the right choices for your academic future. Some of the things we'll discuss include: course selection, major exploration, short-term and long-term personal and career goal setting, social/emotional support, and connecting you to resources on and off campus that will help you succeed.

Assignments in this course:

Reflections & Discussions: At least once a week, you will be asked to read or watch material about topics in this course, and write a short reflection. A reflection is a summary of your thoughts about what you've read or watched. The purpose is to help you reflect on the topics and to share your ideas with the class. These reflections will be submitted on Moodle. Your grade for each reflection will be based on the detail, effort, and depth of your writing, as well as sharing your ideas during our class discussions. Each reflection assignment will be scored out of 3 points. A 3 indicates an "A", 2 is a "B", 1 is a "C", and not turning in work of the minimum requirements will receive a score of zero (0).

Class Participation: You are expected to participate in our class meetings by sharing your ideas in discussions, working together with classmates, and engaging in activities designed to help you learn and build cultural intelligence. Part of class participation will be assessed through short end-of-class reflections of a few sentences, and through short quizzes to show that you've understood important concepts.

Student Success Initiative

A goal of this seminar is to help you be successful in college. Each student in this class will have a team of people helping to insure his or her success. This team is made of three people:

1. Your first year success mentor/teaching assistant (Via), who will mentor (guide) you for your first year.
2. Your academic advisor (Professor Albertson, Professor DeFao)
3. Your success coach, who will help you with your college life and academics (Cyrus)

In addition, we will participate in activities and events that focus on success in college and physical/mental health.

Who Am I?

In this assignment, you are going to explore your cultural background and share information about yourself that makes you unique. You are to make a presentation to the class about who you are. You can do this as a power point, or as a short video. Your presentation should be no more than 3 minutes long. In answering the overall question, "Who Am I?", please include at least the following details: your name, some detail about your family history, your ethnicity/culture, and any significant values and beliefs that shape you and makes you the unique individual that you are. Also state what issues or problems about which you are passionate. A detailed handout will be given out with further instructions.

Hometown Brochure

In this assignment, students will design an informational brochure for foreign visitors planning to travel to their home country. There are two purposes to this assignment: to highlight the uniqueness of your hometown in your country, and to help visitors to understand and overcome any cross-cultural challenges that they may likely encounter during their travel to your hometown. You will be presenting your brochure to the class. A detailed handout will be given out for this assignment.

Campus Activity Yelp Review

For this assignment, you will attend several activities on the PMC campus and write a “Yelp” review of each. Your review will include a description of the event, what you thought about it, and how successfully you felt it benefited the PMC students or community. These will be shared in class and compiled into a mini magazine to share with other students.

Community Service Project

You will be required to participate in several community service projects during the semester, and write two reflective essays about the community organizations and what you learned from the experiences. Our class will be working with Cradles to Crayons, an organization that works to eliminate childhood poverty through donations. We will also be helping with at least one other organization, which we will tell you about later in the semester. You will have an opportunity to learn more about these organizations during class and through homework assignments.

Inter-cultural Analysis Project

Our cultural “lenses” influence how we see a problem or issue, so for this project you will be working in groups to identify a global problem or issue and researching how it is viewed in two different countries. As a group you will select an issue or problem and identify two countries that face this challenge. For example, your group may examine drug policies in China and the U.S. or women’s rights in India and Venezuela. As a group, you will present the research you found on how the 2 countries handle the situation. You will also write an individual paper based on the group project. A detailed handout and rubric will be given for the project and paper.

Electronic Portfolio: All students will create an electronic portfolio in this class. You will post your “Who Am I” presentation along several of your reflection papers and other written assignments in this portfolio so you and your advisor can keep track of your personal growth as you work towards developing the College Competencies (see below for a list of the competencies). These materials will assist you when you develop your senior portfolio. Note that part of your grade for each reflection will include posting it on your portfolio. We will have a workshop on how to make an electronic portfolio early in the semester.

First Year Goals: The First Year Seminar team of instructors created the following goals with the hope that you will achieve these goals during your first year in college. Many of these goals will be addressed in this class but you will have other experiences during your first year that will help you meet these goals. Below is a list of the goals and how they will be accomplished through this course:

- **Learn how to be an accomplished, reflective, and confident college student**: Weekly reflections on readings will assist you in gaining academic skills and you will gain confidence as a college student through in-class discussions of what it takes to be successful. You will learn how to maintain physical, mental and social health while in college, and develop skills in academic reading, writing, and oral communication.
- **Build positive relationships in the community through effective communication**: Class discussions and presentations will help you develop strong communication skills and how to effectively express your opinions. We will also discuss how you can develop positive relationships in the PMC community with students, staff and faculty who can provide support for your success.
- **Build cultural intelligence**: You will learn be able to understand the importance of cultural intelligence and how it enriches our relationships both within the Pine Manor community and outside our school environment. You will

acquire a sharper understanding of your own culture and how it impacts your behavior in a multicultural setting. You will also demonstrate an understanding of individual and group differences and recognize how they may be shaped by race, ethnicity, gender, social class, religion, sexual orientation and other affiliations.

- Understand yourself deeply and the various dimensions to your identity: You will be asked to do a series of exercises that will examine your values and allow you to reflect on your identity.
- Understand your identity in relationship to others: Using the common readings we will look at people's social backgrounds to gain a better understanding of ourselves and the world around us. In addition, we will be learning about each other in this class through various exercises and you will be working closely with your classmates on different projects which will help you understand yourself in relation to others.
- Understand your responsibilities as a member of an inclusive, global community: You will be working on a community service project to give you an opportunity to understand your responsibility to the communities you are a member of and how you can positively impact the world.)
- Plan your goals and successful future: Through individual meetings with me and class discussion/activities you will clarify your plans for the future and the steps necessary to be successful.

College Competencies: The college faculty has identified competencies that all graduates will develop. You will reflect on an experience you've had either inside or outside of the classroom that helped you develop these skills. In this class you will begin to address the following outcomes:

- **COMMUNICATION:** Communication is the ability to convey ideas and information through writing, speaking, and visual display. The purpose of communication is to share knowledge and promote understanding as well as to persuade others of one's opinions and viewpoints. Communication will be developed through your reading reflections, your brochure, inter-cultural analysis paper, and community service paper.
- **CRITICAL THINKING:** Critical Thinking is the ability to systematically investigate and analyze complex problems using various techniques, including quantitative and qualitative analysis, and then formulating an opinion or conclusion. You will expand upon your critical thinking skills through your reflections, inter-cultural analysis project, and in-class discussions/activities.
- **COLLABORATION:** Collaboration is the process of engaging in cooperative problem solving and active listening with others. By working in groups to accomplish various projects (inter-cultural analysis project, small group work, the international education week and off-campus volunteering) you will improve your collaboration skills.
- **CITIZENSHIP:** Citizenship is using one's understanding of the social, cultural, political and economic factors that influence the world to improve one's interactions with others from diverse backgrounds and to act in a socially responsible manner. Through your community service requirement both on and off-campus, you will continue to develop this important skill. You will also learn how to effectively interact with others of diverse backgrounds through the conversation partner project and in-class activities.
- **INTEGRATED AND APPLIED LEARNING:** Integrated and applied learning involves making simple connections among ideas and experiences, and synthesizing and transferring learning to new situations across their courses and in their intellectual, professional and community lives. You will develop these skills by applying your growing cultural intelligence to your community service projects, the conversation partners program, and the international fair.

CLASS POLICIES:

Attendance & Lateness

1. It is a program-wide policy that students with five (5) absences from class and/or conferences will be asked to withdraw from the class. Unfortunately, excused absences do not affect this policy, because they will cause you to miss important concepts learned in class. If you are sick or will need to miss many classes, we recommend you withdraw from the course and try to complete it at a later time.
2. Three absences will result in a written warning, and will result in your final participation grade being lowered.
3. If you arrive after attendance is taken, you will be marked "late". Three "lates" equal one "absent".
4. If you are unable to attend a class, it is your responsibility to keep up with the material and contact me with any questions regarding assignments. In-class quizzes and some in-class writing assignments cannot be made up without prior approval from the instructor.
5. Please come on time and bring your textbook. Prepare any assignments to turn in at the start of class.

Assignments

1. Reading homework: students should prepare for class by reading the appropriate material ***before*** class and be prepared to engage in discussion about the reading.
2. All written assignments should be typed, double-spaced, size 12 font, and follow the MLA "Format Guidelines" handed out, including your name on each page. Work that does not follow these guidelines will lose points.
3. If you are having a problem meeting a deadline for an assignment, you must communicate with me at least 24 hours in advance of the due date. Late assignments will not receive credit unless an extension has been arranged 24 hours ahead.
4. Papers must also meet minimum college writing standards as described in "Standards of Grading Essays" developed by the College Composition Faculty to be accepted in this course.

Submitting Assignments

- All assignments must be **submitted on Moodle** on the due date before the start of class. If your assignment is not submitted on Moodle by the start of class, it will be considered late. Emails are not an acceptable way to submit an assignment in this class.
- Late assignments will get -10% points for each class they are late, unless you receive permission for an extension at least 2 days in advance.
- No assignments will be accepted more than two weeks after the due date.

Academic Honesty & Plagiarism

All assignments turned in for this class must be written by you. You may work with an LRC writing tutor, but it is important that the language and ideas in your essays are your own. Writing essays together with other students is not acceptable in college composition.

In addition, you are responsible for following the Pine Manor College Ethics Code. Any violation of academic honesty or plagiarism will result in a failing grade. If you use sources, such as websites, articles, books, etc, for information for any assignment, you need to list the source in the "Works Cited" section of your paper. If you do not list any outside sources that you use on a final draft of an assignment, including websites, you will fail the assignment.

Translating

If English is not your first language, sometimes translators like “Google Translate” can be helpful. However, using a translator to translate an entire paragraph or essay is not acceptable. This is because it will cause your writing to be unclear, and your assignment will receive a failing grade. Please be careful about translating. We do not recommend translating more than 1-2 words at a time from your native language to English.

Classroom Manners

Our classroom is a “no phone, no computer, no headphone” space.

Use of cell phones, computers, or headphones is not allowed in the classroom, except when the instructor gives permission during in-class writing. Please turn off or silence all cell phones before class begins. Use of a phone without permission in the classroom class will result in a lower participation grade. Students who do not follow these rules may be asked to leave the classroom and marked “absent.”

Class Preparedness

1. Bring your textbook to every class.
2. Prepare any assignments that are due to turn in at the start of class.
3. Students are expected to come to class with the same professional attitude as if they were going to work. Students who do not meet this requirement will be given a warning and may be dismissed from class if the situation does not improve.

Respect, Diversity & Inclusion

In this course, students and faculty are expected to maintain a cooperative and respectful attitude. Behavior that interferes with anyone’s learning cannot be tolerated. Students who cannot follow these expectations may be asked to leave the classroom.

Pine Manor College embraces the idea that our community gains strength and is enhanced by diversity. We are a campus where people come from around the world to inspire the notion of an Education with Purpose. Here, we believe that our differences (race, gender identity, sexuality, religion, etc.) are an opportunity to build greater understanding and bring us closer together. We would like students to see these differences as a resource and a benefit to all campus experiences. We value everyone’s ideas, regardless of background, experience, or opinion. Although sometimes conversations are difficult, they can be powerful and help us understand different points of view. We encourage our community to share in these conversations.

Extra Help

If you have a special need, please speak with me as early as possible in the semester. We will try to accommodate your need through classroom materials or assignments. They should also speak with the Director of the Learning Resource Center about your needs. **If you are having any trouble in this course, it is important that you meet with me after class or during my office hours.**

Grading

Success in this course depends on the effort you are willing to put into your assignments, focus, and class participation. For each hour of class time, approximately two hours of outside work is assigned. These assignments cover the reading and writing components of the class. It is expected that you come to class prepared for discussions and in-class assignments.

Reflections and Activities on Class Readings/homework/activities	25%
Class Participation/activities/attendance	20%
Hometown Brochure	5%
Inter-Cultural Analysis Project <ul style="list-style-type: none">• Group Présentation (10%)• Individual Paper (10%)	20%
Campus Activities Yelp Review Assignment	10%
Community Service Projects and Reflections	15%
Electronic Portfolio	5%
Total:	100%

Schedule & Assignments

(This schedule will change as needed throughout the semester, and assignments may be added/changed.)

Always check Moodle (online.pmc.edu) for the most up-to-date assignments!

Week 1	
Fri, 1/18	Class 10:00-12:00 Icebreakers – Find someone who, TPR “do you like the music” activity Purpose of this class, Introduction to Cultural Intelligence Q & A about topics from orientation week, introduce MLK Day of Service Introduce common assignment (short version) Hand out syllabus
Mon, 1/21	MLK Day of Service (no class)
Wed, 1/23	Icebreaker – Find things in common/different Review common assignment, Values activity & discussion Hand out/review syllabus, Moodle, major assignments, and class routines (mini presentations, talking piece, circle layout, typed/printed assignment requirement, formatting assignments) Introduce self-introduction email assignment – show me you are professional Introduce format guidelines for assignments and reflection on syllabus
Homework due:	Common assignment

~ UNIT 1: UNDERSTANDING CULTURAL IDENTITY ~

Week 2	
Mon, 1/28	Monday meditation Share reflections on syllabus Introduce College Competencies
Homework due:	Self-Intro Email Reflection on syllabus

Wed, 1/30	Breaking down a syllabus activity - analyze and write a paragraph-summary of what you'll need to focus on to succeed in each class.
Homework due:	Reflection on 5 College Competencies - prepare to discuss in class Bring all syllabi from your other courses (I will check!)

Week 3	
Mon, 2/4	Visible & Hidden Identities – “You think you know me?” Introduce “Who am I” assignment
Homework due:	<ul style="list-style-type: none"> • Typed/Printed success plan (summary of goals, study schedule, office hours, and what you need to do to succeed in each course) • Scavenger hunt – fill in the locations and purpose of key people/places on campus
Wed, 2/6	Create online portfolios in class

~ UNIT 2: UNDERSTANDING COLLEGE ~

Week 4	
Mon, 2/11	“Who am I?” videos/presentations in class
Homework due:	Prepare to give your “Who Am I?” presentation
Wed, 2/13	Finish "Who am I?" Presentations (if necessary) Discussion about global educational systems, college vs. high school, academic discourse Introduce assignment to make appointment with professor What makes a student successful, apart from grades: https://www.foxbusiness.com/features/six-habits-of-successful-college-students (jigsaw reading with this, and mini-presentations)
Homework due:	Read website about high school vs. college Read PPT on different education systems Read essay by 1st Generation College Student Write reflection (questions on Moodle)

Week 5	
Mon, 2/18	President's Day – no classes
Homework due:	
Wed, 2/20	(catch up day) Introduce Yelp Review Assignment, due 3/11

~ UNIT 3: CHANGING PERSPECTIVES ~

Week 6	
Mon, 2/25	Reflection in class on culture shock & cultural lenses Introduction of Hometown Brochure assignment
Homework due:	Read: Chap. 3 from Building Cultural Intelligence – “Checking Cultural Lenses”
Wed, 2/27	World values survey: http://www.worldvaluessurvey.org/WVSONline.jsp http://breakingprejudice.org/teaching/ Imagine you're from another country, complete survey on how you'd answer based on your values
Homework due:	World Values Website assignment

Week 7	
Mon, 3/4	Discussion of race as a social construct Article on G. Williams
Homework due:	Go to PBS Series- <i>Race: The Power of Illusion</i> (website below). In the website section called " <i>What is Race,</i> " read the 10 quick facts at the bottom. Then go to " <i>Sorting People</i> " on the right side. Click on Begin Sorting and then Explore Traits. Finally, go to Me, " <i>My Race and I</i> " on the right and click "Slideshow Menu". View the 4 slide shows. You will need Flash player to view these. Write a reflection (questions on Moodle).
Wed, 3/6	Tackling long texts: Bring a reading from one of your classes (I have backup readings in case you don't have one), skimming/scanning Share Hometown Brochures in class
Homework due:	Hometown Brochure is due! (Printed, in color, from 2nd floor of STC Student Center)

~ UNIT 4: INTERCULTURAL COMMUNICATION ~

Week 8	
Mon, 3/11	Introduction and discussion of bias http://breakingprejudice.org/teaching/
Homework due:	<ul style="list-style-type: none"> • Watch: "Peanut butter, jelly, and racism" video (link on Moodle) • Take the Implicit Association Test (IAT) online (link on Moodle) • Answer the reflection questions on Moodle • Yelp Review Assignment is due!
Wed, 3/13	Via's Lesson: Different communication styles Share your experiences communicating with people from other cultures
Homework due:	<ul style="list-style-type: none"> • Read and take the quiz on communication styles: http://www2.pacific.edu/sis/culture/pub/1.5.3_-_Communication_styles.htm • Reading about communication styles (below) • Typed/Printed Reflection on the above 2 readings

3/18-3/22	SPRING BREAK WEEK NO CLASSES
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Week 9	
Mon, 3/25	Discussion of Intercultural Analysis Project (study examples from last semester), study assignment guidelines and break up and Library Visit to find sources
Homework due:	To be determined
Wed, 3/27	Time to work in groups to plan Intercultural Analysis Project Sign up for 4/1 meeting with Professor Albertson or Professor DeFao
Homework due:	<p>Complete the Intercultural Analysis Project planning sheet</p> <p>Watch Ted Talk, reflection on what made the speaker effective (body language, etc.)</p>

Week 10	
Mon, 4/1	Potential Trip / Activity
Wed, 4/3	Presentations in class!
Homework due:	Presentation for Group Research Project (Inter-cultural Analysis) are due

~ **UNIT 5: DEALING WITH BIAS** ~

Week 11	
Mon, 4/8	Community Day (We will attend FYE poster presentations) Create Outlines for Intercultural Analysis Essay Citations and formatting for research papers
Wed, 4/10	Advising Day (in class)

Week 12	
Mon, 4/15	Patriot's Day – no classes
Wed, 4/17	<u>Revise</u> Inter-Cultural Analysis Research Essays in class
Homework due:	<u>First</u> draft of Inter-Cultural Analysis Research Essay is due

Week 13	
Mon, 4/22	Discussion on reading & linguistic bias
Homework due:	Read: "Stereotyping, Prejudice, Discrimination, and Racism" Reflection on which concepts and personal stories you found most interesting
Wed, 4/24	Reflection on College Competencies
Homework due:	<u>Final</u> draft of Inter-Cultural Analysis Research Essay is due

~ UNIT 6: RECOGNIZING PRIVILEGE ~

Week 14	
Mon, 4/29	Discussion on privilege, prepare for Privilege walk next Monday Review guidelines & required assignments for online portfolio
Homework due:	Read this comic: https://www.upworthy.com/a-short-comic-gives-the-simplest-most-perfect-explanation-of-privilege-ive-ever-seen Write a reflection (questions on Moodle) Bring your laptops to class to work on Online Portfolios!
Wed, 5/1	Achievement Day (We will attend FYE presentations)

Week 15	
Mon, 5/6	Privilege walk activity
Homework due:	Reflection on Achievement Day
Wed, 5/8	End-of-semester Celebration Discussion on how you've changed & what you've learned this semester
Homework due:	Letter Home (including reflection on college competencies) Completed Online Portfolio – Publish and email the link to Professors Albertson/DeFao

Note: There is no final exam in this class.

*Friday, 3/1 Tentative Cradles to Crayons Trip