

First Year Seminar (FYS 101) - Fall 2019

Living in a Multicultural World

Instructors:	Kelly-Anne Doherty DeFao, J. D. Office: Haldan 104 Email: kdefao@pmc.edu Office hours: MW 2:15-3:30pm; T 10:00am-12:00pm and by appt. Brendon Albertson, M.S. Office: Haldan 121 Email: balbertson@pmc.edu Office hours: Tuesday & Thursday 12:30-3:30 Friday 10:00-11:30 (or by appointment)
Teaching Assistant:	Rebecca (Yunmeng) Wang Email: yunmeng.wang@pmc.edu
Success Coaches	Cyrus Konstantinacos Email: CKonstantinacos@pmc.edu Ross Merlin Email: RMerlin@pmc.edu
Class Days/Time:	Monday, Wednesday, Friday, 1:00-2:10 pm
Class Location:	Haldan 136

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. Therefore, we will be directly learning and 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. Our course focuses on the question, "Can we achieve a better understanding of ourselves and each other so we can appreciate our multicultural world?" If we answer this question "yes," it 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. Some of these reflections will be printed, and some will be posted on Moodle for your classmates to read and respond to. 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 Team

Each student in this class will have a team of people helping to insure his or her success. This team is made of 3 people:

1. Your first year success mentor/teaching assistants (Rebecca and Lincoln), who will guide you for your first year.
2. Your academic advisors (Professor Albertson and Professor DeFao)
3. Your success coach, who will help you with your college life and academics (Cyrus or Ross)

"Who Am I?" Presentation

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.

Community Service Project

In addition to the international fair helper requirement, you will be required to participate in one community service project during the semester, and write two reflective essays. Each seminar will be working with a community organization. You will first write a reflective essay about your community service project after you have completed it. This paper should describe the organization at which you volunteered, your experience volunteering, and what you

learned from the experience. You will have an opportunity to learn more about this organization during class and through homework assignments. Your second essay will be about the Activist Panel and connecting what you learned to the “What Problem Will You Own?” theme, one of the themes of this FYS.

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.

Online 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.

Course Objectives/Outcomes:

After successfully completing this course, you will be able to:

1. Explain what cultural intelligence is and why it is an important skill to possess both within the Pine Manor community and outside our school environment.
2. Articulate their own culture background (their different social identities) and how it shapes their behavior.
3. 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.
4. Interpret various behaviors, attitudes, and communication styles of people from various cultural backgrounds.
5. Critically analyze the influence of culture on a country’s understanding of a global issue.
6. Articulate ways to maintain physical, mental and social health while in college.
7. Identify their level of competence in reading, writing, and oral communication and have strategies on how to improve these skills.
8. Identify peers, staff and faculty who can provide support for their academic and career success.

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, I 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 writing assignments and papers to be turned in for grading 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 (except for posting on Moodle) must be printed and handed to the professor at the start of class.** If you do not hand in your paper at the start of class, it will be considered late. Emails are not an acceptable way to submit an assignment, and I cannot print your assignment for you. One exception: If you are absent, please email me your missing assignments.

- 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. I 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

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 use 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. I 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.**

Your Grade

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 include reading and writing. Students are expected to come to class prepared to discuss their homework.

Reflections & Homework	20%
Class Participation/activities/attendance	15%
“Who am I?” Presentation/Video	10%
Intercultural Analysis Project <ul style="list-style-type: none">• Group Presentation (10%)• Individual Paper (10%)	20%
Community Service Project and Reflections	10%
Student Success Card	10%
Online Portfolio	5%
International Education Week Project	5%
Hometown Brochure	5%

Total: 100%

Class 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!

<u>Orientation Week</u>	
<u>Wed, 8/28</u>	1:30-3:00: Class Meeting (Icebreakers, circle format of class, prepare to Hale – sign waivers and review shoe policy)
<u>Thurs, 8/29</u>	10:00-11:30: Class Meeting – Syllabus, Mindfulness, Prepare for and set goals for Hale trip 11:30-1:00: Lunch together 1:00: Leave for trip to Hale Reservation 5:30: Return to PMC for Dinner
<u>Friday, 8/30</u>	Advising appointments – choose your classes
Week 1	

Mon, 9/2	Labor day - No classes
Wed, 9/4	<p>Introduce Moodle, assign Moodle forum post assignment</p> <p>Reflect on orientation week & Hale Reservation trip – “think-group-share out”</p> <p>Plan ideas for field trip on 9/27 – How else can we get to know each other?</p> <p>Introduce Convocation, assign reflection</p> <p>Discuss Common Assignment, part 1 (Rebecca)</p> <p>Assign professional email</p>
Fri, 9/6	Convocation (We will meet in our classroom and walk to Ellsworth Theatre)
Homework due:	<p>Post on Moodle</p> <p>Professional email to Professor Albertson</p>

~ **UNIT 1: UNDERSTANDING CULTURAL IDENTITY** ~

Week 2	
Mon, 9/9	<p>Visit from Donna, LRC Tutor</p> <p>Introduce Monday meditation – reason, normalize discomfort, make it optional</p> <p>Introduce college competencies, verbal self-assessment in class</p> <p>Review syllabi in class, create DIY calendar & success plan</p> <p>Introduce format guidelines for assignments</p> <p>Discuss Common Assignment, part 2</p>
Homework due:	<p>Reflection on Convocation</p> <p>Bring all of your syllabi to class.</p>
Wed, 9/11	<p>Different types of identity (Visible/Hidden, etc.) - iceberg activity & “circles of my multicultural self”</p> <p>“Tootsie Roll” activity</p> <p>Discuss Common Assignment, part 3</p>
Homework due:	Competencies self-reflection
Fri, 9/13	<p>Scavenger hunt on campus with all groups</p> <p>(Dane park clean up on Saturday – meet at 9:30 in STC (cleanup is 10-1)</p>

Week 3	
Mon, 9/16	<p>Reading strategies (skimming/annotating) of “Who Am I? Who Are My People” - http://www.drvalverde.com/uploads/1/0/5/3/10538520/who_am_i_who_are_my_people_-_kirk_and_okazawa.pdf</p> <p>Introduce "Who am I" assignment</p> <p>Visit from Ross and Cyrus, Success Coaches</p>

Homework due:	Common Assignment is due! Listen to TED Radio hour “The Person You Become” https://www.npr.org/programs/ted-radio-hour/619660924/the-person-you-become
Wed, 9/18	Discussion on social construct of race “Just like me” meditation – in circle rather than pairs Create online portfolios in class
Homework due:	Website and questions on “PBS Series-Race: The Power of Illusion” and Gregory Williams: https://www.youtube.com/results?search_query=%23RaceAnd
Fri, 9/20	Mindfulness Workshop – Part 1

~ **UNIT 2: WHAT MAKES A SUCCESSFUL COLLEGE STUDENT** ~

Week 4	
Mon, 9/23 Homework due:	“Who am I?” videos/presentations in class Prepare to give your “Who Am I?” presentation
Wed, 9/25	Finish "Who am I?" Presentations (if necessary) Discuss “high school vs. college” chart Visit from Ieshia Karasik, Career Services Habits of successful college students
Homework due:	Choose article about college success, prepare to present it on Monday with your partner Read "high school vs. college chart" and answer questions on Moodle
Fri, 9/27	Create online portfolios in class

~ **UNIT 3: CHANGING PERSPECTIVES** ~

Week 5	
Mon, 9/30 Homework due:	Visit from Donna, LRC Tutor Visit from Ross & Cyrus, Success Coaches (Check in about grades) Discussion of Chapter 3 - “Checking Cultural Lenses” How to annotate & take notes - Cornell System
Wed, 10/2	Discussion of culture shock and worldvaluessurvey.org Introduce hometown brochure assignment, due Wednesday, 10/9 Discussion about improving campus and being part of community Visit from Sara-Anne, LRC Tutor
Homework due:	Take a picture of something on campus you’d like to improve Read: Chap. 4 from Building Cultural Intelligence and <u>annotate/take notes!</u>

Fri, 10/4	Opportunity Day / handout given on your vision for success
-----------	---

Week 6	
---------------	--

Mon, 10/7	Chap. 4 continued CIA World Factbook activity: make a guess, then check your guess
Homework due:	Watch video/prepare to discuss Columbus Day vs. Indigenous Peoples Day: Go to 100people.org & World Population Clock Project, answer Qs on Moodle Reflection on Chap. 4 from Building Cultural Intelligence
Wed, 10/9	Jane Elliot video & discussion Review how to take notes
Homework due:	Read (and take notes on) Hofstede's 6 Dimensions of culture
Fri, 10/11	Cradles to Crayons Community Service Trip
Homework due:	Vision for Success Assignment is due (from Opportunity Day)

Week 7	
---------------	--

Mon-Tues, 10/14-10/15	Fall Break-No classes Monday or Tuesday
Wed, 10/16	Outside Activity with Ross
Homework due:	Reflection on Community Service Trip
Fri, 10/18	Mindfulness Workshop – Part 2

~ UNIT 4: EFFECTIVE COMMUNICATION ~

Week 8	
---------------	--

Mon, 10/21	Discussion on restorative justice, forgiveness & compassion, with Cyrus Importance of more than one story (TED Talk) Time to break up and work in groups on Inter-Cultural Analysis Project Discuss Friday Activist Panel and brainstorm questions
Homework due:	Read article & watch video on Restorative Justice, answer Moodle questions
Wed, 10/23	Introduce Hometown Brochure Assignment Review questions for Activist Panel Introduce/work on mini team project: prepare mini public announcement about an issue 11:00 – 2:00 Health Fair
Homework due:	Questions for Activists
Fri, 10/25	Activist Panel Presentation

Week 9	
---------------	--

Mon, 10/28	Library Visit during class, with Donna, LRC Tutor Introduce/discuss Intercultural Analysis Project
Homework due:	Mini team project – public service announcement about an issue Reflection on Activist Panel
Wed, 10/30	Prepare for visit from Showa students on Friday (Prepare topic for inter-class discussion)
Homework due:	Reading/Video on “Why we hate”
Fri, 11/1	Visit from Showa Boston Institute Japanese students (TBD)

Week 10	
Mon, 11/4	Discussion on restorative justice, forgiveness & compassion Visit from Cyrus Importance of listening to those whom you disagree with - examples: rating an Uber driver for their political views, shouting back at Hong Kong student in Boston) Work on next steps for Intercultural Analysis Project
Homework due:	Read and take quiz on communication styles (see Moodle for link) Bibliography is due
Wed, 11/6	Share Hometown Brochures TED Talk assignment – What makes a presentation effective?
Homework due:	Hometown Brochure is Due (Prepare to share in class)
Fri, 11/8	Advising Session & final preparation for presenting inter-cultural analysis projects Sign-Up for Pre-advising with TA/FYSM and Pre-registration with me.

~ UNIT 5: MULTICULTURAL TEAMWORK ~

Week 11	
Mon, 11/11	Discuss working with others, personality types, Grouping experiment
Homework due:	MBTI Personality Test and Moodle Questions
Wed, 11/13	Begin preparing for International Fair
Homework due:	Inter-cultural Analysis Essay (1st draft) is Due
Fri, 11/15	No class; advising this week

Week 12	
----------------	--

Mon, 11/18	Final preparations for International Fair with Cyrus Review feedback on Intercultural Analysis Essay 1st Draft
Wed, 11/20	International Fair activities
Fri, 11/22	International Fair activities
Homework due:	<u>Final Draft of Inter-Cultural Analysis Paper</u> is due

Week 13	
Mon, 11/25	Intercultural Analysis Presentations in class
Homework due:	Intercultural Analysis Presentation is due Reflection on international education week is due
11/27 – 11/29	Thanksgiving Break (no classes after Tuesday evening classes)

~ **UNIT 6: BIAS, POWER, & PRIVILEGE** ~

Week 14	
Mon, 12/2	Intercultural Analysis Presentations (continued), Cyrus attending Rebecca/Lincoln Presentation/Activity
Wed, 12/4	Discussion on stereotyping, prejudice, discrimination and bias Rebecca/Lincoln Presentation/Activity
Homework due:	Read: “Stereotyping, Prejudice, Discrimination, and Racism” and outline/annotate Reflection on which concepts and personal stories you found most interesting
Fri, 12/6	Mindfulness Workshop – Part 3

Week 15	
Mon, 12/9	Discussion on implicit bias
Homework due:	Watch: “Peanut butter, jelly, and racism.” (Intro to implicit bias) Take the IAT online and answer questions on Moodle.
Wed, 12/11	Discussion of power and privilege “Privilege auction” or “Privilege walk” activity Stereotype sticky note on back activity
Homework due:	Completed Online Portfolio with College Competencies Assessment/Reflection Read the article and comic strip on privilege
Fri, 12/13	Last class! Reflect on the semester & End of Semester Celebration!

Note: There is no final exam in this class.