

First Year Seminar (FYS 101-07) - Fall 2018

Living in a Multicultural World

Instructor:	Brendon Albertson, M.S.
Office:	Haldan 121
Class Days/Time:	Mon, Wed, Fri 12:50-2:10
Class Location:	Haldan 139
Office Hours:	Thurs 1:00-4:00pm Fri 10:00-11:30am or by appt.
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Student Portal Access: <http://portal.pmc.edu/estudent>

Moodleroom Access: <http://online.pmc.edu>

Required Texts:

All readings will be on Moodle, so it is essential that you have access. We will be reading several chapters from this textbook: Bucher, R. D. (2008). Building cultural intelligence (CQ): Nine Megaskills. Upper Saddle River, NJ: Prentice Hall.

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:

Reflection/Activities on Class Readings and Discussions: On most weeks, you will be asked to write a short reflection on a reading or video, graded out of 6 points. The purpose is to help you reflect on the topics covered in assigned material and to share your answers with the class. You will also be asked to do and reflect on other activities in class that relate to the topic for the week. On most Wednesdays, you will be asked to do an activity (reading, video, etc.) and then answer questions related to that activity by posting on Moodle, graded out of 4 points. Posting on Moodle will allow others to see your answers. Your grade for each assignment will be based on the content of the written work and participation in discussion. Part of the grade for each reflection after September 14 will include posting it on your Electronic Portfolio (explained below). In addition to reflections and Moodle, we will have frequent, short, "pop quiz"-style reflections at the start and end of class to ensure you've read the homework and understand what is discussed in class.

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.

Student Success Initiative

A goal of this seminar is to help you be successful in college. You will have a team of three people to insure your success:

1. First year success mentor/teaching assistant (Via & Krizabel), who will mentor you for your first year.
2. Your academic advisor (me). I will be your academic advisor until you choose another advisor.
3. A success coach (Cyrus).

In addition, we will be doing a number of different activities and events that focus on success and resiliency. We will be using Friday to engage in these activities to help you develop your whole self, not just your academic self. We will be participating in activities that promote health and well-being so that each of you can reach your full potential as a college student.

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 PowerPoint (PPT), 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.

Brochure

In this assignment, students will design an informational brochure for foreign visitors planning to travel to their home country. The objective is two-fold: 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. In this brochure, students will include at least the following information: the official and any unofficial languages of the country/region, a map of where your hometown is within the country, tourist hot spots and popular attractions as well as any “must see” sites, food choices/cuisine unique to that region, climate, and any other unique aspect that makes your home town/region a special place to visit. You will be presenting your brochure to the class. A detailed handout will be given out for this assignment.

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.

International Fair Helper

During the week of November 12-16 Pine Manor College (PMC) hosts an international education fair highlighting our diverse student body. All of the first year seminars will be participating in this week and developing activities to share with the PMC community. Some examples of past activities include: preparing cuisine from various countries to a fashion show showcasing clothing from around the world. You will also be displaying your brochure in order to share information about your hometown with the campus community. You will be working in groups to develop and implement an activity for International Education Week. We will discuss this in more detail during class.

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. Our seminar will be working with Cradles to Crayons, an organization that works to eliminate childhood poverty through donations. 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. For our seminar’s community service project, we will be helping Cradles to Crayons on Friday, October 12 from 1:30-3:30pm, so please save the date. You will have an opportunity to learn more about this organization and other organizations at the Activist Panel on Friday, Oct. 19. 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.

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 on Friday, Sept. 14.

Submitting Assignments: All assignments must be submitted on Moodle (Ask your TA if you need help). Late assignments will be penalized a half letter grade for each day late (Example: “a” becomes “A-“. Assignments more than two weeks late will not be accepted. Academic honesty and integrity are expected and required in this class. Please refer to the student handbook section on "Academic Standards and Plagiarism" for an explanation of academic honesty and plagiarism, and consequences for failure to follow these standards. Students are expected to be familiar with and abide by the Pine Manor College Academic Ethics Policy that is printed in the student handbook.

Grading:

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 Presentation (10%) • Individual Paper (10%) 	20%
International Fair Participation	5%
Community Service Project and Reflections	10%
Electronic Portfolio <ul style="list-style-type: none"> • “Who Am I?” project (5%) • College Competencies self-assessments/reflections (10%) 	15%
Total: 100%	

*Extra credit: Students may earn extra credit (2 points towards their final grade) by attending up to 2 educational events on campus. Each week we will be discuss what is happening on campus and informing you of event you can attend for extra credit. In order to get the extra credit you will need to write a short reflection (a minimum of 2 paragraphs), describing the event and what you learned from the event.

Accommodations: If you have a learning disability or need extra help in any way, please speak with me as early in the semester as possible about your need for accommodation of classroom materials or evaluation methods. They should also speak with the Director of the Learning Resource Center about their needs. If English is not your native language and you need extra support, please see me; I am happy to help.

CLASS POLICIES:

Attendance & Lateness

1. Students are expected to attend all classes and be on time.
2. Three absences will result in a written warning, and will result in a lower final participation grade.

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.

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 to be turned in for grading ***must be submitted on Moodle*** (If you have questions, please ask your TA). In addition, all writing should be typed, double-spaced, size 12 font, and follow the “Format Guidelines” handed out, following MLA format. Work not following these guidelines will receive a reduced grade. Papers must also meet minimum college writing standards as described in "Standards of Grading Essays" developed by the College Composition Faculty to be accepted.
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. Students will be expected to be familiar with and abide by the Pine Manor College Ethics Code. Any violation of academic honesty or plagiarism will result in a failing grade. If you consult sources, such as websites, empirical articles, etc. for information with any assignment you turn in, you need to list the source in a “references” section of your paper in order to comply with the College plagiarism policy. If you do not list any outside sources that you use, including websites, you will fail the assignment.

In-class Expectations

1. Participation in class discussions is expected and is part of your participation grade.
2. We will share a respect for the opinions of others, even when they may differ from our own opinions.
3. Prepare any assignments that are due to turn in at the start of class.
4. Students are expected to come to class with the same professional attitude, attire, and demeanor as ***that of a workplace***. Students who do not meet this requirement will be given a warning and may be dismissed from class if expectations cannot be met in this regard.
5. We will have many students who have different native languages in this class. However, we all share English as our common language, so in order to make everyone feel included, it is expected that students will limit their language to English only when engaging in class discussions.
6. 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.

Technology

Please turn off or silence all cell phones or other electronic devices ***before*** class begins, and ***do not use phones in the classroom***, *except during specified time when the instructor gives permission.* Unauthorized

use of a phone during class will result in a lower participation grade.

Course Objectives/Outcomes:

Upon successful completion of this course, students will be able to:

1. Recognize the necessity of cultural intelligence and how it enriches our relationships both within the Pine Manor community and outside our school environment.
2. Acquire a sharper understanding of their own culture and how it impacts and shapes behavior in a multicultural setting.
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 multiple cultural backgrounds.
5. Be able to critically analyze the influence of culture on a country's understanding of a global issue.
6. Acquire the knowledge of how to maintain physical, mental and social health while in college.
7. Develop competence in reading, writing, and oral communication.
8. Establish relationships with peers, staff and faculty who provide support for one's academic and career success.

First Year Goals: The First Year Seminar Team 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 assist you in meeting these goals. Below is a list of the goals and how they will be addressed in this course:

- Learning 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.)
- Building positive relationships in the community through effective communication (Class discussions will teach you 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. One vehicle to get to know members of the 1st year class will be the conversation partner program.)
- Understanding 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.)
- Understanding 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.)
- Understanding your responsibilities as a member of an inclusive, global community (You will be working on community service projects 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.)
- Being purposeful in shaping 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.

Schedule & Assignments

(Schedule may change as needed throughout the semester, and readings may be added/changed.)

ALWAYS CHECK MOODLE FOR THE MOST UP-TO-DATE HOMEWORK ASSIGNMENTS!

Week 1	
Fri, 8/24	<p>10:00-12:00 Class Meeting in Haldan 139 (Icebreakers, Introduction to Moodle & Common Assignment, Review syllabus, Prepare for trip to Boston)</p> <p>12:00-1:00 Lunch</p> <p>1:00 Acceptance Therapy Study pre-test</p> <p>1:30 Leave for trip to Boston</p> <p>5:00 Return to PMC</p>
Mon, 8/27	<p>Introduction to Cultural Intelligence, review syllabus & class expectations</p> <p>Review of College Competencies</p> <p>Common assignment – reminder</p>

	Introduce self-introduction email assignment
Wed, 8/29 Homework due:	Meet in Haldan 139, then we'll go to Convocation (1:00-2:15 pm in Ellsworth Theatre) Self-Introduction Email
Fri, 8/31 Homework due:	Review expectations for Common Assignment Review College Competencies self-assessment / Goal-setting Reflection on Convocation along with college competencies self-assessment

~ UNIT 1: UNDERSTANDING CULTURAL IDENTITY ~

Week 2	
Mon, 9/3	Labor day - No classes
Wed, 9/5 Homework due:	Discussion of common assignment; Preview/discuss "Who Am I" assignment What is Intersectionality? Common Written Assignment is due!
Fri, 9/7	Off-campus activity – Retreat at Hale Reservation 1:30-5:30pm

Week 3	
Mon, 9/10 Homework due:	Visible & Hidden Identities Read: pp. 6-16 in Readings for Diversity & Social Justice Typed reflection on above Readings
Wed, 9/12 Homework due:	Intersectionality (cont.) & Assimilation Watch video on Assimilation and answer questions on Moodle
Fri, 9/14	Electronic portfolio workshop – meet in Haldan 139, then we'll go to Dane 101

~ UNIT 2: UNDERSTANDING MYSELF AS A LEARNER ~

Week 4	
Mon, 9/17 Homework due:	"Who am I?" videos/presentations in class Prepare to give your "Who Am I?" presentation
Wed, 9/19	Discussion about educational systems, college vs. high school

Homework due:	Read: about multiple intelligences and take the assessment Read: essays by international & 1st generation college students Answer questions on Moodle
Fri, 9/21	Wellness Workshop

~ UNIT 3: CHECKING CULTURAL LENSES ~

Week 5	
Mon, 9/24	Discussion of Chapter 3 - "Checking Cultural Lenses"
Homework due:	Read: Chap. 3 from Building Cultural Intelligence – "Checking Cultural Lenses" Typed reflection on Chap. 3 and your essay on "Yourself as a Learner"
Wed, 9/26	Discussion of Chapter 3 - "Checking Cultural Lenses" (continued)
Homework due:	Read: Article on G. Williams Go to PBS Race Series and answer questions on Moodle.
Fri, 9/28	Opportunity Day / handout given on your vision for success Extra credit: Attend the Dane Park Cleanup on Saturday 9/29 10 am-1 pm

~ UNIT 4: GLOBAL PERSPECTIVES ~

Week 6	
Mon, 10/1	Discussion of culture shock and business localization
Homework due:	Read: Chap. 4 from <u>Building Cultural Intelligence</u> Read: Forbes article about CQ and globalization Typed reflection on Chap. 4 from <u>Building Cultural Intelligence</u>
Wed, 10/3	Chap. 4 continued
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
Fri, 10/5	Yoga Workshop
Homework due:	Vision for Success Assignment

~ UNIT 5: SHIFTING PERSPECTIVES ~

Week 7	
Mon-Tues, 10/8-10/9	Columbus Day Break - No classes
Wed, 10/10	Stepping out of the comfort zone, empathy, EQ, and “Oneness”
Homework due:	Read: Shifting Perspectives: Excerpt from “Humans” and listen to TED Radio Hour on the “Person You Become” (Link on Moodle) Typed reflection on the reading & TED Radio Hour “Person You Become”
Fri, 10/12	<u>Cradles to Crayons Community Service Trip</u> (Leave at 12:50, Return at 4:00)
Homework due:	Go to Cradles to Crayons website and answer questions on Moodle Take quiz and emotional intelligence questionnaire, and answer Qs on Moodle

~ UNIT 6: INTERCULTURAL COMMUNICATION ~

Week 8	
Mon, 10/15	Discussion of communication styles, Introduction of Brochure Assignment
Homework due:	Read and take quiz on communication styles (see Moodle for link) Read: <i>That's not What I Mean: Effective, Reflective Communication</i> Typed reflection on the above 2 readings
Wed, 10/17	Discussion on sociolinguistics, Transcription mini-project
Homework due:	Watch: TED Talk on woman who speaks 3 languages & Video on nonstandard English Watch: Video on nonstandard varieties of English Read: <i>Articulate While Black</i> , pp. 1-11 Reflection essay on Community Service Project Answer Qs on Moodle about reading/videos Questions for Activists
Fri, 10/19	Activist Panel presentation

~ UNIT 7: MANAGING CROSS-CULTURAL CONFLICT ~

Week 9	
Mon, 10/22	Discussion of Inter-cultural Analysis Project and Library Visit
Wed, 10/24	Discussion about Conflict Resolution and Restorative Justice
Homework due:	Watch: TED Radio hour on “Why We Hate”

	Activist panel reflection and Reflection on “Why We Hate”
Fri, 10/26	Group Exercises and presentation on effective groups Time to work in your groups on your Inter-Cultural Analysis Project

Week 10	
Mon, 10/29	Discussion on restorative justice, Thich Nhat Hanh & Compassion
Homework due:	Read: Short article on Restorative Justice, watch Desmond Tutu video on Moodle Typed reflection on what restorative justice is and how Desmond Tutu helped bring reconciliation to South Africa
Wed, 10/31	Brochure presentations
Homework due:	Brochure Due! (Prepare to present in class)
Fri, 11/2	Advising Session & final preparation for presenting inter-cultural analysis projects Sign-Up for Pre-advising with TA/FYSM and Pre-registration with me.

~ UNIT 8: MULTICULTURAL TEAMING ~

Week 11	
Mon, 11/5	Presentations of Inter-cultural Analysis Project Due
Wed, 11/7	Presentations continued
Fri, 11/9	No class; advising this week

Week 12	
Mon, 11/12	Final preparations for International Fair Discuss working with others, personality types, Grouping experiment
Homework due:	Read: Chap. 7 and pp. 186-188 of <i>Building Cultural Intelligence</i> Take the MBTI personality type assessment online Letter Home
Wed, 11/14	International Fair activities
Fri, 11/16	International Fair activities / Film & discussion

Week 13	
Mon, 11/19	Videos & discussion about sociolinguistics, language, race, and power
Homework due:	Draft of Inter-Cultural Analysis Paper Typed reflection on international education week!
11/21 – 11/23	Thanksgiving Break (no classes)

~ UNIT 9: DEALING WITH BIAS ~

Week 14	
Mon, 11/26	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, 11/28	Videos & discussion on race, bias, and identity
Homework due:	Watch: “Peanut butter, jelly, and racism.” (Intro to implicit bias) Watch: “I too am Harvard” video on microaggressions Watch: Video on Jane Elliot’s exercise to teach about racism Take the IAT online and answer questions on Moodle.
Fri, 11/30	TBD
Homework due:	Final draft of Inter-Cultural Analysis paper

~ UNIT 10: THE DYNAMICS OF POWER & PRIVILEGE ~

Week 15	
Mon, 12/3	Discussion of reading; privilege walk activity
Homework due:	Read: <i>Toward a New Vision: Race, Class and Gender</i> by Patricia Hill Collins Reflection on the reading and how we can acknowledge and use our power/privilege to make a more equitable world.
Wed, 12/5	Skimming activity with articles on linguistic bias
Homework due:	Watch: How to overcome bias: Walking boldly towards them” (17 min.) at https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?referrer=playlist-bridging_cultural_differences After watching the video, answer the questions on Moodle.

Fri, 12/7	Last class/End of Semester Celebration;
Homework due:	College Competencies Assessment/Reflection

Note: There is no final exam in this class.