GST 110  Global Experience  Section FA  
Monday, Wednesday, and Fridays from 1:40-2:50 pm in Mooney 304  

Professor: Nina B. Namaste  
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Office Phone: 278-6463

Office: 320 Carlton  
Office Hours: M/W/F 11-12 pm  
(or by appointment)

Course Description: This first-year seminar examines public responsibility in a global context. It explores some of the implications created by cultural and natural diversity and the possibilities for human communication and cooperation within this diversity. The course emphasizes student and faculty creativity through active and collaborative learning; the seminar is writing intensive.

Elon University Global Experience (GST 110) Themes and Learning Outcomes: All sections of The Global Experience address a significant number of these themes each semester; however, it is up to the individual faculty member to decide which themes will receive priority through readings and assignments in any given class section.

- **The importance of individual responsibility**: Students can articulate and evaluate the societal and planetary consequences of their individual choices.
- **The relationship of humans to the natural world**: The student can discuss with scientific accuracy the impacts of human activities on fundamental ecological processes and services.
- **Globalization and tribalization as powerful world forces**: The student can explain how a specific culture group can operate according to both globalization and tribalization processes simultaneously.
- **The impact of imperialism and colonialism**: The student can explain the continuing effects of 19th-century imperialism on a postcolonial country in Asia, Africa, or the Americas.
- **The nature of culture**: The student can explain how culture influences an individual’s perception of issues and events.
- **The plights of disempowered groups**: The student can discuss an event, problem, or controversy from the perspective of its least powerful stakeholders.

Elon University General Studies Goals Addressed in GST 110:

- **Effective writing and speaking skills**: The student can articulate and defend an informed position on a significant global issue.
- **The capacity to view issues from other cultural perspectives**: The student can articulate the perspective of another culture on an issue or event.
- **An understanding of their interconnectedness with other people and the environment, as well as their responsibility to both**: Students can articulate their own sense of community, outlining their connection and responsibility as global citizens AND Students can discuss with scientific accuracy the impacts of human activities on fundamental ecological processes and services.
- **Information literacy skills (Secondary Goal)**: The student can synthesize and correctly document information from varied, credible sources to produce a college-level, academic research project.
- **Ethical decision-making skills to promote the common good (Secondary Goal)**: The student can use an ethical framework to approach and address a variety of global issues, recognizing strengths and weaknesses.
Materials:
Chapters from books and various articles posted on BB throughout the semester
Various documentaries (either on Course Reserve in Belk Library or streamed through Netflix)

Requirements and Evaluation:
- Participation, in-class activities, BB postings, discussion leader: see #2 Notes below (10%)
- Cultural events analysis and NPR summaries: see #3 Notes below (15%)
- “Follow the story” news project and “Where you wear/eat” project: see #4 Notes below (10%)
- Reading comprehension sheets: see #5 Notes below (15%)
- Critical reflections and essay exams: see #6 Notes below (20%)
- Multi-media project and research paper: see #7 Notes below (30%)

Grading Scale:

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Notes:

1. Attendance: Given the nature of the class, which requires the student’s full participation as we discuss the required readings, attendance is mandatory. After THREE absences, for whatever reasons, THREE PERCENTAGE POINTS will be taken OFF YOUR FINAL GRADE for each additional absence beyond the allowed three. Three late arrivals and/or early departures count as one absence.

2. Active Participation (10%): Attending class, without contributing comments or pertinent issues and simply responding when called upon will only guarantee you a C-. I expect each student to frequently and voluntarily comment and/or ask questions pertaining to the material read or the topic of discussion. The class participation grade will be based on factors such as preparedness for class activities and material, participation in small and large group activities, keeping all conversation targeted to the task at hand and pertaining to the specific in-class activity, plus maintaining a positive and supportive attitude towards your classmates. Students are expected to arrive on time, to be FULLY prepared for each class, and to participate in an engaged manner. If I feel you are not keeping up with the readings I reserve the right to give pop quizzes that will count towards your participation grade. I will periodically check your homework assignments, which will count positively (if completed) or negatively (if not completed) towards your participation as well. BlackBoard: In an effort to develop your discussion-building skills, periodically throughout the semester, you will participate in an on-line discussion. You will have an assigned role (questioner, summarizer of positions, challenger, synthesizer) and will then need to write (in-class) a reaction to that discussion. Also, once during the semester you will lead a class discussion via a 10-minute exercise or activity. You will be able to sign up for the date in advance with a partner. You MUST speak to me during office hours no later than the day BEFORE you need to direct the discussion so that I can help you effectively plan the activity.

3. Cultural events analysis and NPR summaries (15%): Elon brings many culturally and intellectually diverse perspectives to campus through its active events calendar. In an effort to expose
you to a wide variety of views and experiences, you will need to attend SIX cultural events by Friday, March 12th. For each event you attend, you need to write a one-page analysis (3-4 sentences describing the event itself, a critique about HOW culture was presented, plus a short reaction to ideas presented at the event). The analysis must be turned in on BB within 5 days of the event. Also in an effort to expose you to a variety of viewpoints, you will need to listen to NPR at least TWO hours per week. You can choose to listen to it “live” or download podcasts of your choice. My personal favorite is the program entitled “The World”, but you may choose any program of your liking (Diane Rheem Show, Science Friday, News Round-up, BBC News Hour, etc.). By 10 pm Sunday, each week, you will need to post a one-page reaction to what you heard on the news during those two hours (what did you learn and what do you think about the ideas presented (or the presenters’ ideas)?)

4. “Follow the story” news project and “Where you wear/eat” project (10%): In an effort to gather as many perspectives possible and evaluate how culture influences information sources, we will spend a focused week following a story. You’ll need to listen to the radio, watch different news programs, read varying on-line sources, read newspapers from a different country, watch YouTube videos, talk to people, attend a presentation, etc. After that intense week, you’ll give a short presentation to your peers (including visuals) about what you saw, heard, read, and thought. The point is to evaluate how one issue can be seen from multiple perspectives or points of view. Towards the end of the semester when we focus on the environment, you will literally follow your clothes. For every item of clothing you wear during three days you’ll list the material, place of origin and the manufacturer. Afterwards you’ll do some investigative work to find out where those companies are based and where they have their factories. If you prefer to focus on food, you’ll do the same thing (list all the foods you eat, the specific ingredients and find out where they come from). The point is to discover the process in which your clothes or food go from raw material to finished good.

5. Reading comprehension sheets (15%): To develop your reading skills you will need to complete a reading comprehension sheet, the format of which is posted on BB, for each reading assigned. We will practice the format in class, using them as a basis for our discussions. The RCSs will be collected three times a semester (see the class schedule for dates) and for each collection you will submit two RCSs (one of my choosing and one of yours).

6. Critical reflections and essay exams (20%): Writing is one, of many, ways of clarifying your thoughts and distilling ideas. To get as much practice as possible, you will have many opportunities to partake in “discovery” writing (the one that helps you process ideas) and analytic writing (the one that demonstrates your level of synthesis, analysis, and evaluation of any given set of ideas). Periodically you will have time in class to stop, think, and write about your present thinking. At the end of each unit you will write an essay exam that asks you to connect ideas, within each unit and among the various units.

7. Multi-media Project and Research Paper (30%): Throughout the entire semester we will be working towards the culminating project, which has a more creative, artistic part and a more traditional, written one. You will pick any problem or topic you feel you need to explain to others, work on collecting all the information possible, situate the problem within its context (geographical, political, social, cultural, etc.), provide suggestions as to how the audience can help to change the situation, decide on the best visual and artistic elements to include, and create a PP slide show. You will be graded on your ability to situate the problem in a context, the depth and quality of information, your suggestions for personal involvement, and the delivery and/or quality of the project itself. For the research paper, you will pick a problem or topic, situate it within a context, and discuss the multiple perspectives that surround it. It is very important, for both projects, that you develop a substantiated argument and develop a cohesive argument throughout. For specifics, check the rubric posted on BB.
8. E-mail: I check e-mail only two or three times a day so please allow me at least 24 hours to respond to any e-mail you send me. I am willing to answer any questions you may have about the material covered in class, homework, study abroad programs, courses, etc., but if you miss class, please e-mail or phone a classmate to find out what was covered that day and to get any notes that they may have taken.

The e-mail and/or phone number of two classmates:
____________________________________  ___________________________________
____________________________________  ___________________________________

9. Office hours: Office hours are for YOU! If you have any questions or are struggling in the least with homework, class activities, studying, etc. please come see me immediately. Please take advantage of the extra time set aside specifically for you. If you cannot come to office hours due to a time conflict, please speak to me as I would be happy to arrange an alternate meeting time.

10. Open Classroom Environment: Due to the nature of the class in which we will be discussing many cultural concepts, some completely new to you, I insist on an open, accepting classroom environment. There will be many instances in which we will disagree with one another on points of view and I encourage such diversity of thought. You are entitled to your own opinion, as long as it is well supported with logic and reason. Your grade on any assignment, or for the entire class, does not depend on whether you agree or not with the material, but rather how well you formulate and support your ideas.

11. Modifications: I would like to hear from anyone who has a disability that may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please maintain confidentiality and see me during office hours. If you are a student with a documented disability who will require accommodations in this course, please register with Disability Services in the Duke Building, Room 108 (278-6500) for assistance in developing a plan to address your academic needs.

12. Academic Integrity Statement: An Elon student's highest purpose is academic citizenship: Giving first attention to learning and reflection, developing intellectually, connecting knowledge and experiences, and upholding Elon's honor codes. This course recognizes and adheres to the principles of the Elon Academic Honor Code. Students are expected to be familiar with the code and follow it consistently, regardless of whether the professor is present to enforce it. The Elon Academic Honor Code can be found in the current Elon Student Handbook or you can access it at http://www.elon.edu/e-web/students/handbook/acahoncode.xhtml. Questions about possible violations should be directed to the instructor. Suspected violations will be reported to the Associate Dean for Academic Affairs.

Class Schedule

Wednesday, February 3rd
--Introduction to course, ice-breakers
--Defining Identity
DUE: Bring in 2 magazines (that you don’t mind cutting up), a pair of scissors, and a large manila envelope, please

Friday, February 5th
--Identity collage sharing
--Perry schemes of critical thinking
--Information about SoTL study
DUE: Bring in your identity collage and be ready to share it with everyone
Read “On the Persistence of Unicorns” article (posted on BB under Course Documents)

Monday, February 8th
--“It’s all about perspective”
DUE: Read “Nacerima” article (posted on BB under Course Documents) + Bring in a map of the world
Turn in Reading Analysis assignment + NPR summary should have been uploaded by 10 pm Sun

Wednesday, February 10th
--Beginning to define terms: Culture, Globalization, Tribalization
--Intro to Reading Comprehension Sheets
DUE: Read “Jihad vs McWorld” (on BB)

Friday, February 12th  ***Class meets in the Belk Library computer lab today***
**Begin “Follow the News Project” and continue for an entire week**
--Search sources + Media
DUE: Bring in a list of the news outlets you already reading/watch/listen to + Read “Global Media and
Global News” (on BB)

Monday, February 15th
--What Images Say (and Do) to US
DUE: Bring in the completed Reading Comprehension Sheet for “Global Media and Global News”
article + Bring your identity collages once again

Wednesday, February 17th  Unit One: Dividing up the World and the Aftermath
--Imperialism, then and now
DUE: Read “Western Imperialism” (on BB) and complete a Reading Comprehension Sheet for it

Friday, February 19th
--Imperialism cont’d + Darfur as a case in point
--Genocide or not?
DUE: Read “Is Military Intervention in Darfur Justified?” debate (on BB)

Monday, February 22nd
--Daoud’s Tale of Attacks
--The News on the News: Reporting Back
DUE: Read The Translator (Intro through chapter 9) + Turn in “Follow the News Project” analysis

Wednesday, February 24th
--Becoming a Translator and Helping Others See
DUE: Read The Translator (Chapters 10-21)

Friday, February 26th
--Security in Numbers
DUE: Read The Translator (Chapters 22 through Appendix 2) + Complete a Reading Comprehension
Sheet for the entire novel

Monday, March 1st
--Helpless at Helping
DUE: Watch the video “Devil Came on Horseback” (on Closed-Reserve in the Library) and complete a RCS for the documentary

Wednesday, March 3rd
--The Ripple Effects of Imperialism + Letter to President Obama
DUE: Bring in current sources on the situation in Darfur (with FULL references, please) and be ready to make justified and supported recommendations for or against involvement in Darfur
Reading Comprehension Sheet collection (Bring them ALL to class)

Friday, March 5th

Unit Two: Globalization and the Growing Divide
--Envisioning the Journey
--NPR News “Round-up”
DUE: Read “Is Economic Globalization a Positive Trend?” debate (on BB)
Read China Road (Introduction through chapter 3)

Monday, March 8th
--The “Me” Generation, the “Tyranny” of Choice, and Gender
DUE: Watch the documentary “Up the Yangtze” (on Course Reserve in Belk Library) + RCS
Read China Road (Chapters 4-10)

Wednesday, March 10th
--Poverty, Technology, Culture and Assimilation
DUE: Read China Road (Chapters 11-14)

Friday, March 12th
--Contrasts, Chinese Dream, and Respect
DUE: Read China Road (Chapters 15-19)
ALL cultural events analysis must be submitted by today!

Monday, March 15th
--Colonization Today, Immigration and Last Impressions
--“Where you Wear?” mini-presentations
DUE: Read China Road (Chapters 20-23) + Bring in a completed RCS for the entire book
Create an outline of the central argument and supporting points that he presents in chapter 23
Turn in “Where you Wear?” Project

Wednesday, March 17th
--Essay exam over units one and two
DUE: Bring in your Venn Diagrams comparing units one and two + Be ready to answer, in class, one of the essay questions

Friday, March 19th
--Individual appointments  
DUE: Come to your scheduled appointment with your research topic, the central question you want to investigate and at least 3 useful references/sources

Monday, March 22nd-Friday, March 26th ---- NO CLASSES. ENJOY SPRING BREAK!

Monday, March 29th  ***Class meets in the Belk Library computer lab***
--Finding quality sources for your research paper, evaluating sources, PP tutorial for multi-media project  
DUE: Bring your analytical paper topic, question, and 3 sources + Post on BB Discussion Board your idea for a multi-media project

Wednesday, March 31st  
--Close to Home  
--ACE (Alamance County Experience)  
DUE: Read chapters from Nickel and Dimed (on BB) and write one RCS for all of them

Friday, April 2nd  
Unit Three: On the Move—Globalization and Immigration  
--Immigration, Borders, Gender, and Violence  
DUE: Read “Is Immigration an Economic Benefit?” debate + “Femicida” article + “Gender and Violence” article (all three on BB)  
Annotated bibliography to be uploaded to BB Discussion Board Forum

Monday, April 5th  NO CLASS --- ENJOY EASTER HOLIDAY!

Wednesday, April 7th  
--Going Nowhere, Going North and the Difficult Decision  
DUE: Read Enrique’s Journey (Introduction through chapter 1)

Friday, April 9th  
--Without a Rudder and Barely Surviving  
DUE: Read Enrique’s Journey (Chapters 2-3)

Monday, April 12th  
--Unexpected bondad and Waiting, Waiting  
DUE: Read Enrique’s Journey (Chapters 4-5)  
Must have posted “guiding” responses to at least 2 peoples’ annotated bibliography

Wednesday, April 14th  
--Anger Overflowing and the Cycle Continues  
DUE: Read Enrique’s Journey (Chapters 6-7)

Friday, April 16th  
--Immigration revisited  
DUE: Read Enrique’s Journey (Afterword and Epilogue) + complete a RCS for the entire book  
Watch video “Siete Soles” (Course Reserve in Belk)
Monday, April 19th

Unit Four: Blurring Lines and Crossing Over—The Environment

--NAFTA and Corn
--Modern Slavery in our own Backyard

DUE: Read “You Have Become Mexican” chapter from Stuffed and Starved and complete a RCS on it
Read “Immokalee” chapter from Nobodies (both on BB)

Wednesday, April 21st

NO CLASS

***Thursday, April 22nd

Mandatory attendance to Annie Leonard’s talk on “The Story of Stuff”
at 7 pm in McKinnon Hall***

DUE: Watch “The Story of Stuff” (link on BB) + Post a reaction on the Discussion Board
sometime before Friday’s class

Friday, April 23rd

--Food Distribution and Stuff

DUE: Look at 1,000 Families (on Course Reserve in Library), pick FIVE of the photographs that most
intrigued you, bring in the photocopies of those photographs, and be prepared to share
why you reacted to them
Bring TWO copies of the rough draft of your research paper with the thesis statement underlined
+ Bring in TWO copies of the thesis statement and the topic sentence from each paragraph

Monday, April 26th

--Peer-editing feedback
--The Food Industry and Real Choice

DUE: Watch video “Food, Inc” (Course Reserve in Belk) + complete a RCS on it
Turn in group members’ names, description of multi-media project, and preliminary list of
resources + Bring in completed peer-editing feedback sheet (and peer’s paper)

Wednesday, April 28th

***Meet at El Centro’s Kitchen on the first floor of Carlton***

--Sustainable Lunch
--“Where Your Food” mini-presentations

DUE: Read “Introduction” in Stuffed and Starved and “introduction” in Omnivore’s Dilemma (on BB)
“Where your Food?” Project
Bring a dish to share (made of sustainably made food items, of course)
Reading Comprehension Sheet collection (bring ALL of them since the last collection)

Friday, April 30th

--Is Civilization on the Right Path?
DUE: Read chapters 1 & 5 from Ishmael (on BB) and complete one RCS on them

Monday, May 3rd

--Why Some Dominate

DUE: Read “Numbers and the World” article (on BB) and complete a RCS on it
Read “Introduction” from Guns, Germs, and Steel (on BB) and complete Reading Analysis
assignment

Wednesday, May 5th
--Global Warming
DUE: Watch video “Inconvenient Truth” (Course Reserve in Belk) + complete a RCS on it
Reading Comprehension Sheet Collection

Friday, May 7th
--Pulling Strands Together, Literally, Jigsaw
DUE: Bring in all the materials from the semester (notes, RCSs, reflections, etc.)
Bring a flashdrive to class with your completed multi-media projects

Monday, May 10th
--Writing the Final Exam Essays
DUE: Bring in your Venn Diagram comparing all four units
Research Paper (including rough drafts, peer-editing feedback sheet, AND a paragraph
explaining how you considered the multiple forms of feedback provided and what you
did to improve your paper for the final version)

The final exam will be administered on Friday, May 14th from 3 to 6 p.m., according to the Registrar’s
schedule. You must take your final exam at that time. Only the department chair, Dr. Scott Windham
(Carlton 230-A, ext. 5646) can grant an exception.

FINAL EXAM: Friday, May 14th from 3-6 pm
Meet in the Language Media Center on the 2nd floor of Carlton
Screening of Multi-Media Projects & Essay Exam