Introduction for Faculty Colleagues

GST110: The Global Citizen is a first-year-level course required of all students. Individual instructors address the following themes: The importance of individual responsibility; The relationship of humans to the natural world; Globalization and tribalization as powerful world forces; The impact of imperialism and colonialism; The nature of culture; and The plights of disempowered groups. In order to reach those themes, instructors from a wide variety of disciplinary perspectives.

This section of GST110 examines the themes through the lens of stories of race and class. Students examine the effects of social class on individuals and societies with respect to a variety of issues, and, at the same time, gain the ability to determine how the presentation of race and class issues through a variety of forms of media affects understanding.

This assignment is used in many sections of the course and lasts for the entire semester. Students are required to attend campus events as a way to acculturate them to the opportunities on campus. They are typically expected to provide evidence of their attendance at the end of the semester through a listing of events and a summative essay. This modification of the assignment is intended to have the students not only attend the events, but to think about the larger ramifications of events in the development of a community. As a way of scaffolding the students’ thinking, they will bring the preliminary works to class, where we will use them to discuss their experiences at the events, grounding them in the bigger picture of what it means for them and for their campus community. The final assignment asks them to engage in perspective taking, as they advise a new student on how to get the most advantage from the campus event assignment.
The Assignment I Distribute to Students

GST 110 – The Global Citizen
Cultural Events Essay

Purpose
Elon requires GST 110: The Global Citizen as a way for each student to critically examine his or her place as an educated citizen in a variety of contexts. We will engage in formal academic and experiential study of various global contexts during the course of this semester. This assignment is to help you practice the habits of a thoughtful citizen as you participate in your most immediate community – that of the university -- and to think critically about what this participation means for both you and the community.

By Doing this Assignment, You Will
- Participate in the cultural life of a community
- Critically evaluate the role of community participation for global citizens
- Effectively communicate the effects of participation on both yourself and on the communities.

Process
You need to have 10 participation points to meet requirements for this assignment. You can receive 1 point for attending any one self-contained event on campus such as Fall Convocation or events listed on Elon’s Cultural Calendar or with El Centro de Español. You can receive two points for taking the East Burlington loop Biobus route (if you choose this option, you need to include 3 pictures from your trip in your report). You can receive 3 points for visiting the International Civil Rights Center and Museum in Greensboro (www.sitinmovement.org/).

You should make notes of each experience that you attend. Writing some notes or reactions immediately following the event will make this assignment manageable. If you fail to take notes, you will struggle to complete this assignment.

You will need to complete two types of tasks: 1) a log of your attendance at cultural events and 2) writing assignments throughout the semester as detailed below.

Your Log should Look Something Like This:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date Attended</th>
<th>Type of Event</th>
<th>Annotations</th>
</tr>
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Deliverables

September 27: An annotated list of a minimum of 3 cultural events/activities you have participated in. The list must include a description of the event including the type of event, the sponsor, the central theme or focus and your impression of the effect on the audience, with specific examples of effects that you have observed. This list needs to be printed and brought to class.

Example
Annotated events list, focus on impact on citizens (due Sept. 27)
Jessica Valenti speech, September 25, 7 p.m., Whitley Auditorium, Sponsored by the Liberal Arts Forum
Valenti spoke to a group of mainly Elon students about her work as a “professional feminist.” She gave examples of recent incidents in the news that illustrated misogyny including an FDA memo relating to plan B birth control, which mentioned that the medication was a bad idea because it would encourage promiscuity. Another example she gave was a Belvedere vodka advertisement in which a woman is held down by a man with the caption “unlike some people, Belvedere always goes down smoothly.” This event served to enhance the Elon University community through introducing new and interesting ideas to individuals. This was evident in several ways. First, some of the examples that Valenti showed drew surprised reactions from the crowd. Second, questions after the speech took 25 minutes, suggesting that the audience was interested in learning more about what Valenti had to say. Finally, I talked to people I didn’t know in the audience, and several told me that they had never seen an actual feminist in person before. Finally the Liberal Arts Forum Facebook page states that the group’s mission is: “The Liberal Arts Forum is dedicated to bringing diverse academic speakers to Elon University and the community.”

October 25: An annotated list of a minimum of 3 additional cultural events/activities you have participated in. The list must include a description of the event including the type of event, the sponsor, the central theme or focus and your impression of the effect on the university of having this type of program, with specific examples of effects that you have observed. This list needs to be printed and brought to class.

Example
Annotated events list, focus on impact on community (due Oct. 25)
Crazy for You, October 28, 7 p.m., McCrary Theatre, Sponsored by Elon Musical Theatre
Crazy for You is a musical by George and Ira Gershwin that is older and features a traditional love story and lots of tap dancing. The performance included several large musical numbers and involved maybe 25 students plus an orchestra as performers. The program indicated that many students and faculty were also involved with behind the scenes work. The play was sold out for every performance, and the night I went, there were lots of students, but also professors and their families and some very old people who I think were from Burlington. This event had a lot of impacts on the university community. For
people involved with music, dance and theater, it was a chance for them to perform in front of an audience, which is important for what they are studying. For students in the audience, it was a chance for them to see an older play that they might have not had a chance to see before. When people from Burlington are attracted to come on to campus for an event like this, it helps improve the reputation of the school, and to give Elon people the chance to meet other people different from themselves. Finally, this show was very popular, and because of this, it meant that a lot of people on campus had a chance to talk about it and to think about life in a different time.

November 15: A brief, two-page paper on the value of communal events to a society. The paper should be written from a neutral, third person perspective, and should contain evidence. Evidence can include examples of effects from events you have attended thus far, examples of community activities from our readings and discussions this semester, and, if you like, outside examples of significant community events that changed a society in some way (for example, high school football games or like the march to the sea to make salt led by Ghandi (India)).
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizing Principle</strong></td>
<td>Organizing principle is stated clearly, and is supported consistently through the document</td>
<td>Organizing principle is stated clearly</td>
<td>Paper has an organizing principle that can be inferred, but is not presented clearly</td>
<td>Paper lacks an organizing principle</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Evidence is adequate, appropriate and is presented in a convincing manner</td>
<td>Evidence is adequate and appropriate</td>
<td>Evidence is present, but is insufficient, does not function to support argument</td>
<td>Evidence is not present, or wholly doesn't apply</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Logic of paper is clearly presented, identifies and deals with assumptions</td>
<td>Logic of paper is clearly presented and is consistent</td>
<td>Logic of paper can be inferred, but is not presented clearly</td>
<td>Paper has multiple logical inconsistencies or fallacies</td>
</tr>
<tr>
<td><strong>Writing Style</strong></td>
<td>Paper uses language skillfully, is interesting to read and is free from mechanical errors</td>
<td>Paper used language skillfully and is free from mechanical errors</td>
<td>Paper requires work to understand because of language issues.</td>
<td>Paper has sufficient mechanical errors as to make it difficult to appreciate the content and/or organization issues that obfuscate it</td>
</tr>
</tbody>
</table>
**Last Day of Class:** Turn in a guide for my global students next semester on how to get the most out of the cultural events requirement. This guide should be no more than 1 word-processed page, single-spaced. The guide should be written at a language level appropriate for a first-year college student, and should include how to select events, what to do when you are at the event and what to do after the event. The guide must provide rationale for the advice. Turn in this guide as well as a log of your cultural experiences.

**Assessment**

Preliminary assignments (steps 1-3) will be graded on a 5-point scale for adequacy of completion. The final essay and log will be graded as follows:

- 10 points for Log: Events/activities total to a minimum of 10 points
- 15 points for Preliminary Papers (5 points each)
- 50 points for Guide: Scoring elements include
  - Comprehensiveness – does the guide cover strategies for before, during and after events? Are multiple types of events referenced?
  - Persuasiveness - Is the rationale convincing to a busy student?
  - Clarity – Is the guide easy to understand? Are there no mechanical errors to detract from the appeal of the message?