

COURSE DESCRIPTION

Amizade programs include an anchor course in an academic discipline paired with the global service-learning course. A main objective of Global Service-Learning is to provide students a forum for critical reflection on community-driven service, intercultural experiences, global citizenship, and each of the previously listed components' relationships to anchor course content. The course will progress through a framework which explicitly links personal experience and readings with regular writing assignments in a journal and class discussions. Journal assignments begin prior to intercultural immersion and then cover the following broad themes while in the host community: personal values & ethics, service in a cross-cultural context, global citizenship and communicating and activating the GSL experience post-cultural immersion.

The course concludes with a capstone project for students to synthesize their academic learning and personal reflections as well as translate the course experience to an audience.

OBJECTIVES

Service: Students in this course are required to travel to and participate actively in the life of the host community during the duration of the program. This participation includes a minimum of 30 hours of service work in collaboration with a community partner organization(s). To meet this goal, students may also complete service or other related community-based activities in their home communities as a further experiential component. While the students are required to perform this service work and additionally designated activities in order to receive a passing grade for the course, they do not receive further academic credit for service activities. The intercultural service experience serves as a basis for course discussion and student writing.

Intercultural Immersion Activities: Students will participate in the daily life of the community in activities such as social gatherings, holidays, special events and time spent with locals. They will have the opportunity to hear from local community members and these lectures are part of the academic experience. They are expected to prepare questions for speakers and to actively engage in learning from locals throughout the course. Field trips to sites with local cultural meaning, history and attraction are also part of course activities.

Readings: Scholarly readings as well as those culled from popular media will provide the bedrock for this course. The readings are chosen selectively, with the goal of introducing the students to the culture of the host community and helping them to reflect on the complexities of social life. This course assumes that students will approach critical readings, such as editorials and opinion pieces, as active readers, interpreting the authors' views while also comparing and testing these views in light of the students' experiences.

Journal Writing: Regular, daily journal writing functions as a tool for students to reflect on course content and experiences as well as develop writing skill and technique. The journal should merge theory with personal reflection in order to deepen knowledge about the topic at hand. Students are expected to write coherently and critically analyze their own ideas as well as those presented in readings and by their fellow students during class discussion.

Class Dialogue: Students will participate in regular dialogue in class meetings. Readings and journal assignments will often provide the focal point for dialogue but examination of experiences at the service site and in the community are encouraged as well. Students are expected to create a learning environment where diverse viewpoints, emotional learning and academic discourse are respected and promoted. As the course progresses, students will be expected to contribute to facilitation and course leadership during at least one session.

Group Journal: A collaborative group journal will be maintained throughout the intercultural learning experience. Each student is expected to complete a minimum of one entry in the group journal. This collected body of work serves as tool for the group to share ideas, critically respond to each other, and record memories from our journey. Students will receive a copy of the journal once the course is complete.

Final Assignment: The sequence of writing prompts concludes with a short formal essay due soon upon return. In this assignment, students are expected to draw upon and revise their journal writing to synthesize the academic and experiential components of the course.

MEASURABLE LEARNING GOALS & OUTCOMES

Intercultural Learning: Students engage in active, meaningful participation in the life of the host community. Learning Outcomes:

- Students will actively participate in service and all designated program activities.
- Students will demonstrate an increasing knowledge of the host community, especially in respect to those subjects of concern to the anchor course.
- Students will demonstrate an increasing ability to draw upon, analyze and synthesize diverse sources of information, extending from course readings to their own research and to collaborative learning while in the host community.

Critical Reflection: Students develop critical thinking skills by examining diverse perspectives on course topics and comparing these perspectives with the lived experience of the host community. Learning Outcomes:

- Students will demonstrate how they have applied theoretical concepts, skills, and/or aptitudes from the anchor course to their experiences of social life in the host community and, especially, during their service work.
- Students will demonstrate an ability to test and evaluate the knowledge they have gleaned from their studies of and in the host community by applying the knowledge and frameworks and aptitudes of the course content to their daily experience of service and life in the host community.
- Students will demonstrate ability to present information to an audience both through discussion and written materials.

Global Citizenship: Students explore the meaning of service and global civic participation in their own life. Learning Outcomes:

- Students will demonstrate thought and exploration of global citizenship concepts and frameworks
- Students will each develop a critical, if provisional, assessment of the importance of service and civic participation in their own home communities.

BASIS FOR GRADING

Journal Assignments: 40%

Class Participation: 10%

Final Assignment: 25%

Capstone Presentation: 25%

UNIVERSITY/SCHOOL POLICIES

Do not do drugs. Do not get drunk. Do not break local laws.

If you do any of the above, you will be sent home at your own expense.

Work with us to ensure your safety. Be aware of your surroundings and if you're ever uncomfortable, please let us know. Walk in groups. Work with us to ensure your health. Be aware of how you feel, how you're eating, and how much water you're drinking. When in doubt, let us know.

Remember that you're a guest. If you aren't sure if something is appropriate, ask first. Remember that people will be watching you, and forming ideas about the various groups you represent based on your actions and interactions.

READINGS

- Iyer, Pico. (March 18, 2000). "Why We Travel." Published at Salon.com.
<http://www.goliards.net/Why%20We%20Travel.htm>
- McIntosh, P. (1989). White Privilege Checklist. http://www.unh.edu/residential-life/diversity/aw_article17.pdf
- Novak, Michael. (2000). "Defining social justice." First Things Journal.
<http://www.firstthings.com/ftissues/ft0012/opinion/novak.html>
- Singer, Peter (2006) "What Should a Billionaire Give – and What Should You?"
12/17/2006. New York Times Magazine.<http://www.utilitarian.net/singer/by/20061217.htm>
- Illich, Ivan. (April 20, 1968). "To Hell With Good Intentions" Speech.
http://www.augustana.ab.ca/rdx/eng/activism_illich.htm
- Appiah, Kwame. (Jan 1, 2006). "The case for contamination". Published in NY Times.
<http://www.fjaz.com/appiah.html>
- Hartman, Eric (2006) "Save My Global Citizen Soul" Student Globe.

- UN Declaration of Human Rights. <http://www.un.org/Overview/rights.html>
- Amizade's Global Citizenship Resource Guide.
- Lipstadt, Deborah. 2005. "Denying the Holocaust: BBC History"
http://www.bbc.co.uk/history/worldwars/genocide/deniers_01.shtml
- Jewish Virtual Library: Holocaust Denial. 1997.
<http://www.jewishvirtuallibrary.org/jsource/Holocaust/denial.html>
- "Iran Annoints Anti-Jewish Bomb Suspect as Defence Secretary" 2009.
<http://www.jewishvirtuallibrary.org/jsource/Holocaust/denial.html>
- Genocide Intervention Network. 2009. <http://www.genocideintervention.net/>
- STAND (Students Taking Action Now for Darfur). 2009. <http://www.standnow.org/>.

MAJOR ASSIGNMENTS LIST

- Assigned Journal Writing
- Class Participation
- Final Reflective Essay
- Final Presentation

JOURNAL GUIDELINES

- Amizade provides a journal as part of the program.
- Leave the first page blank for a table of contents
- Write legibly. Use reasonably correct standard English and complete sentences.
- This will be read by the instructors. Don't write to please us but just have a separate place for very personal thoughts. We will sometimes ask you to share pieces of your journal in class discussion but you will be able to choose the excerpt and edit your comment as you like.
- Feel free to include artistic representation, photos and other materials that capture your experiences. These will be considered extra credit.

Journal Evaluation Rubric:

Journals will be collected four times during the course. Each time the journals will be evaluated according to the scale below, for a possible 25 points at each instance of collection and a possible 100 points for journaling in total.

___/ 5 - **Voice:** that the first person writer is evident, that this is original authorship in the spirit of reflection on the topic at hand, and not written as a "report."

___/ 5 - **Understanding:** The writer has clearly understood and gestated the topic/inquiry at hand.

___/ 5 - **Generative Thought:** that the writer is thinking about the topic at hand, using the point of inquiry as a "jumping off point" to greater inquiry and not merely answering the question

___/ 5 - **Error:** that the writer has accurately understood the materials (people/places/things) that we've experienced. This is particularly relative in response to history and culture talks by local experts and seminar readings.

___/ 5 - **Coherence:** that the journal, overall, is reflective of a journey experience; that the journal is organized with a table of contents, numbered pages, images and other reflective elements that pertain to the readings and help guide the reader.

GROUP DYNAMICS

- We will create a group agreement early in the course. This agreement serves as our constitution for the entire global service-learning experience. It also provides us with a brief exercise in creating community and being active citizens – two themes of this course.
- Students are expected to activate participation throughout the course including discussions, writing, team building, service and cultural experiences. Students will activate themselves to share as well as to listen.
- We will do regular group monitoring. One technique for this is Fist to Five. The goal is to both cultivate self-awareness and to provide an opportunity to help out members of our team. We can also make decisions in this collective format.
- Students are part of a community in this course that transcends classroom walls. Please prepare for this intensive living environment. Students are expected to be aware of their own mental, physical and social needs so they can be 100% involved in the experience. What do you need to be sane every day? Write it down. Do it. (Ex: Alone time, people time, food, sleep, shower, run).

Reflection on the course theme: Global Citizenship

This course includes consideration of the concept of Global Citizenship, which put simply is the suggestion that every human life is equally valuable and that multiple positions and perspectives that do not fundamentally violate that first principle must be respected. But global citizenship is neither simple nor easily summarized, and various approaches and related activities will be considered in this class. The key, throughout, is to keep burning in the back of your mind the question of how ethics applies to global questions, and how the application of those ethics can be integrated in your life.

When reading “Why We Travel,” for example, consider why you have chosen a global service-learning experience, and what that conveys about your background. As you look at your culture pie, think about the sources of the values that are most important to you, and examine whether they are universalistic or could just be local values. As you read about historical experiences in the area where you’re serving and learning, consider which of these events occurred because outsiders thought they knew what was best for locals, and what that suggests about the idea of universal ethics and rights.

Be flexible in your thinking about global citizenship. It is a difficult question that necessitates continuous reconsideration. Yet continue to work to formulate your own response to: *How do my ethics relate to people elsewhere in the world, and how can I apply what I believe?*

TOPICAL OUTLINE of Readings & Assignments

Introductory Readings

Readings

- Iyer, Pico. (March 18, 2000). *Why We Travel*. Published at Salon.com. <http://www.goliards.net/Why%20We%20Travel.htm>
- Lipstadt, Deborah. 2005. "Denying the Holocaust: BBC History" http://www.bbc.co.uk/history/worldwars/genocide/deniers_01.shtml - Be sure to read all 8 linked pages.
- Jewish Virtual Library: Holocaust Denial. 1997. <http://www.jewishvirtuallibrary.org/jsource/Holocaust/denial.html>
- "Iran Annoints Anti-Jewish Bomb Suspect as Defence Secretary" 2009. <http://www.jewishvirtuallibrary.org/jsource/Holocaust/denial.html>

Journal Assignments & Anticipated Progression of Class Discussions:

1. Please write a brief introduction of yourself to the group and email it to all of us. Include your school, your major, your interests, and why you are participating in this service-learning experience (as well as anything else you would like us to know). In your journal, note some of your expectations, assumptions and fears about this experience and the community you are visiting. What do you think about being a U.S. citizen conducting service in this community?
2. What do you feel when you read the contemporary articles? What are your questions?
3. Please brainstorm a list of words that comes to mind when you think of the host community. Be free and creative - don't censor yourself. The idea with this activity is to have a basis of what we were thinking *before* we experienced the culture. Email your list to the group. Later, we will return to this master list and critique it. We will also use it as a tool to think about how we can explain the complexity of our experience to family and friends whose understanding of this country is likely based on these terms and words.
4. Read Pico Iyer's article entitled "Why We Travel". In your journal, respond to the following questions. Choose a passage or sentence from this article that particularly resonated with you - do you agree or disagree with what Iyer is saying? Why? What does travel mean to you? How do you think any aspect of this article applies to your trip?

WEEK ONE: Personal Values & Ethics

Readings

- McIntosh, P. (1989). White Privilege Checklist. http://www.unh.edu/residential-life/diversity/aw_article17.pdf

- Novak, Michael. (2000). "Defining social justice." *First Things Journal*.
<http://www.firstthings.com/ftissues/ft0012/opinion/novak.html>
- Singer, Peter (2006) "What Should a Billionaire Give – and What Should You?"
December 17, 2006. *New York Times Magazine*.
<http://www.utilitarian.net/singer/by/20061217.htm>

Journal Assignments

5. Write your sensory experience right now upon arrival. Sights, sounds, smells, initial feelings, & impressions. Take a moment and be conscious of the present. Be as descriptive as possible. Don't analyze, just observe and record. We will share these with each other as a group.

6. Culture Pie: Create a visual, pictorial description of the ingredients that constitute who you are. Think about your history, experiences, memberships, values, education, foundation, challenges, influences, family/friends and more. You can draw this as a pie, a tree, a recipe, or any other creative picture. Add a written assignment answering the following: Looking at your "pie", reflect on your values. What are they and where did they come from? What is most important to you in life? What do you struggle with the most? How will you find out what values are important in your host community?

7. Reflect on any privileges you feel you have – make a list. Are these privileges the same as or different from those described by McIntosh and how? How are these privileges different in the context of the history and contemporary struggles that are part of this program? Where do you see these issues heading in the future for this country and for the world?

8. What is the meaning of social justice to you? Respond to Novak's definition of social justice that is ideologically neutral. Do your values relate to the description of social justice in this article – why or why not? Is social justice enacted by individuals or society? What vision do you have for global social justice?

WEEK TWO: Service in a Cross-Cultural Context

Readings

- Illich, Ivan. (April 20, 1968). *To Hell With Good Intentions*. Speech.
http://www.augustana.ab.ca/rdx/eng/activism_illich.htm

Journal Assignments

9. In reading the Illich assignment, what is the first word that comes to mind to capture your emotional response. Do you agree with Illich? Why or why not? Think about the roots of why you are on this service-learning course and put some words to them – what do you hope to accomplish for yourself and the community? What are some concrete ways we can be of service?

10. Take one of the concepts you are learning about in the anchor course and describe how you have experienced that through the service, lectures, activities, or daily life in this community.

WEEK THREE: Global Citizenship

Readings

- Appiah, Kwame. (Jan 1, 2006). The case for contamination. Published in NY Times. <http://www.fjaz.com/appiah.html>
- Genocide Intervention Network. 2009. <http://www.genocideintervention.net/>
- STAND (Students Taking Action Now for Darfur). 2009. <http://www.standnow.org/>.
- Hartman, Eric (2006) *Save My Global Citizen Soul*
- UN Declaration of Human Rights. <http://www.un.org/Overview/rights.html>

Journal Assignments

11. Briefly summarize Appiah's perspective on globalization. Compare Appiah's view to Illich's. Which perspective do you agree with more? Why? Appiah suggests that it's possible to balance universal global ethics with people's freedom to make choices. Where would you draw the line in what we should tolerate as a global community? Why? How does this debate have implications for the history and contemporary concerns you're studying now?

12. How would a global citizen behave? Describe their actions both daily and over a lifetime. Some areas to explore: career, environment, consumerism, activism, morality, travel, dialogue, education. Are people in our host community global citizens – why or why not? Are you a global citizen – why or why not? Cite the readings as appropriate.

13. Are there differences between the 1930s and the contemporary world in terms of standing against and stopping genocide? Why? What more can be done?

WEEK FOUR: Communicate and Activate

Readings

- Amizade. Global Citizenship Resource Guide.

Journal Assignments

14. Thank you: Write a thank-you letter to a person in the community who contributed to you. Address the following: What did you learn from them and how does that impact how you think? What inspires you about them? How are they problem solvers and what does that make possible for others? What is your understanding of their role in their community development and what difference does that make to you and others?

15. Translating the experience home. Complete 2 of the following 5 assignments:

- Revisit our stereotype list and write down what you have learned that challenges or deepens your understanding of this culture and community. How will you explain what you've learned to people whose knowledge about this community may be limited to this list of terms.

- Write a letter to family/friends or to your future self describing how this experience impacted you. What do you resolve to do with what you learned here?
- Take one photo from your collection and describe how it captures some aspect of your experience in this country.
- Write a 5-10 minute speech and a 30 second to 1-minute “elevator speech” that describes this experience beyond the standard “It was great/awesome/horrible.” Put words to the biggest lesson you learned here (about yourself and/or the culture). Share this speech with a friend or family member and reflect on their reaction.
- Develop and submit a reflective writing about your values to “This I Believe”, a program on NPR. Have they changed since the beginning of this course? Why or why not?

Concluding Assignments

Capstone Presentation: Prepare a presentation for a group in which you are involved. This could be a club or organization, a church, a class that you know you have access to or a media outlet you follow. If you’d prefer, make a youtube video and get at least twenty of your friends and family to watch it. Synthesize your own experiences and what you’ve learned in a format that is memorable and accessible and help others see what opportunities may exist for them. The presentation should be at least 10 minutes long. You will do the presentation in the final class meeting, but you should prepare in light of the audience to whom you will eventually present it at home.

Presentation Grading Rubric

___/10	Presentation is at least 10 minutes long
___/10	Visual presentation is crisp, professional, engaging, and without error
___/10	Clearly identifies country, location, concise history, language(s)
___/30	Clearly addresses your individual experience, what you have learned, why it should be important to others, and what you and your audience can do about the social issues involved,
___/30	Clearly provides the audience with next steps for addressing pressing social issues and/or learning about other cultures
___/10	Capably and Professionally Responds to Questions