

COURSE DESCRIPTION

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 40 hours of service work in collaboration with our community partner organization, The Association of Clubs in Petersfield, Jamaica. 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. These questions will be recorded in students' journals in advance of each presentation. Field trips to sites with local cultural meaning, history and attraction are also part of course activities. Journal entries that reflect on these trips will receive extra credit. These reflections should go beyond a simple recitation of facts to explore in some way the significance of what has been seen or done or learned.

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 may be asked contribute to facilitation and course leadership during at least one session.

Attendance: Students who make the commitment to participate in this course make the commitment to the instructor and to each other to attend all class meetings, both in Morgantown and in Jamaica, and to participate in all service activities. Absences will be excused only when unavoidable. An unexcused absence from a class session will result in loss of participation credit for that session. (Reading and journal writing requirements are not waived when absences are excused.)

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.

Capstone Project: The capstone project synthesizes the course and intercultural learning experiences. The capstone is a group project with the goal of representing community: both the physical one in which the course took place and the overall learning community. It hones skills in communication because it requires students to find a creative way to translate their experience to an audience (usually in their home community). In addition, it should address the concepts that guided our course dialogue particularly that of global citizenship and associated ethics for a global community. Each student will have a specific component to complete and they will be graded on their portion of the sum project. Some examples of past capstones include publishing a website or newsletter, creating a photo documentary, designing a museum exhibit, collecting oral histories from community members, and doing presentations in the students' home communities.

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.

GRADING

Journal Assignments: 40%
Class Participation: 15%
Final Reflective Paper: 20%
Capstone Project: 20%
Group Journal: 5%

All assignments will be graded on a 100-point scale. Grades will be assigned on the following basis:

- A: 90 – 100 points
- B: 80 -- 89 points
- C: 70 – 79 points

D: 60 – 69 points

F: 0 – 59 points

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>
- Benedek, Emily. “My Mom Always Says, ‘Never Trust a White Person’” Excerpt from *Beyond the Four Corners of the World* (Publisher Unknown, 1995)
- 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 (1972) “*Famine, Affluence and Morality*” *Philosophy and Public Affairs*, 1, 3, 229-243.
- Illich, Ivan. (April 20, 1968). “*To Hell With Good Intentions*” Speech. http://www.augustana.ab.ca/rdx/eng/activism_illich.htm
- Zemach-Bersin, Talya. (2008) “American Students Abroad Can’t Be ‘Global Citizens’,” *The Chronicle of Higher Education*, 3/7/08.
- Esteva, Gustavo and Madhu Suri Prakash (1997) “From Global Thinking to Local Thinking” in Rahnema, M. and Bawtree, V. (Eds.) *The Post-Development Reader*. New York: Palgrave.
- Korten, David (1989). Getting to the 21st century: Voluntary action and the global agenda. (Chapter 9, from relief to people’s movement, pp. 113-132). Kumarian Press.
- Appiah, Kwame. (Jan 1, 2006). “*The case for contamination*”. Published in NY Times. <http://www.fjaz.com/appiah.html>
- Shi, David (1997) “The Searchers After the Simple Life” in Rahnema, M. and Bawtree, V. (Eds.) *The Post-Development Reader*. New York: Palgrave.
- 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.

MAJOR ASSIGNMENTS LIST

- Assigned Journal Writing
- Final Reflective Paper
- Participation in Capstone Project

JOURNAL GUIDELINES

- 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.

Amizade will provide a simple group journal and all of the above guidelines apply to it as well.

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 (Tentative)

PRE-IMMERSION

Readings

- Iyer, Pico. (March 18, 2000). *Why We Travel*. Published at Salon.com. <http://www.goliards.net/Why%20We%20Travel.htm>
- Benedek, Emily. “My Mom Always Says, ‘Never Trust a White Person’” Excerpt from *Beyond the Four Corners of the World* (Publisher Unknown, 1995)

Journal Assignments

1. (Before 1st session) Answer the following questions in the Amizade journal: (a) What are your expectations, assumptions and fears relating to your upcoming cultural immersion and travels? (b) Brainstorm a list of words, feelings and even stereotypes when you think of the country or region. Don’t censor yourself. Be free and creative.
2. (Before 1st session))Read the article "Why Travel" on pages 21-32 in the Amizade journal and write in response to the journal prompts on pages 32 and 36 in the journal.
3. (Before 2nd session) 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?)
4. (Before 2nd session) Answer the following questions in your journal:
 - >What do you want to learn about Jamaica during your stay?
 - >What do you want to learn about Jamaican education during your stay?
 - >Why are you taking this trip? (You can base your answer to this question on the relevant part of your e-mail introduction--see above.)
5. (Before 2nd session) Read the article “My Mom Says ‘Never Trust a White Person’” on pages 67-74 in the Amizade journal and write in response to the journal prompts on pp. 74 and 90.

PART 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 (1972) "Famine, Affluence and Morality" *Philosophy and Public Affairs*, 1, 3, 229-243.

Journal Assignments

6. 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.
7. 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?
8. Reflect on privilege you feel you have as a citizen of the U.S. – make a list. Are these privileges the same as or different from those described by McIntosh and how? How has privilege based on citizenship, racial background, ethnicity and the like influenced the history of this country? Where do you see these issues heading in the future for this country and for the world?
9. What is the meaning of social justice to you? (a) 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? (b) What vision do you have for global social justice? How does that vision take account of Singer's views in "Famine, Affluence and Morality"?

PART 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

- Zemach-Bersin, Talya. (2008) “American Students Abroad Can’t Be ‘Global Citizens’,” *The Chronicle of Higher Education*, 3/7/08.
- Esteva, Gustavo and Madhu Suri Prakash (1997) “From Global Thinking to Local Thinking” in Rahnema, M. and Bawtree, V. (Eds.) *The Post-Development Reader*. New York: Palgrave.
- Korten, David (1989). Getting to the 21st century: Voluntary action and the global agenda. (Chapter 9, from relief to people’s movement, pp. 113-132). Kumarian Press.

Journal Assignments

10. 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? Now answer the same three questions with respect to the article by Zemach-Bersin. 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?
11. What is your theory of community development or GSL? How does that fit Korten’s or Esteva’s understanding and/or theories, models? What are the practical implications of using one model or the other given the problems we are addressing in this context? What’s works well and what’s not working? How would you improve it?
12. Reflect on the meaning of **community**. Answer **2 of the 4** following questions:
 - What communities are you a part of? Explore your communities of choice vs. those of location. How do your personal values relate to your communities of choice.
 - Based on your impressions so far, what are some differences between your community at home and our host community. What are some commonalities?
 - Does community relate to consumerism? Do societies with less consumerism have a different kind of community? Why? Is it good or bad?
 - What determines community membership? The following could be argued: Geography, nationality, culture, religion, occupation, ethnicity, economic system, choice, and interdependence. Which of these are the strongest influences in your community? Which seem strongest in the host community?

PART THREE: Global Citizenship

Readings

- Appiah, Kwame. (Jan 1, 2006). The case for contamination. Published in NY Times. <http://www.fjaz.com/appiah.html>
- Shi, David (1997) “The Searchers After the Simple Life” in Rahnema, M. and Bawtree, V. (Eds.) *The Post-Development Reader*. New York: Palgrave.
- Hartman, Eric (2006) *Save My Global Citizen Soul*
- UN Declaration of Human Rights. <http://www.un.org/Overview/rights.html>

Journal Assignments

13. 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?
14. 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.

PART FOUR: Communicate and Activate

Readings

- Amizade. Global Citizenship Resource Guide.

Journal Assignments

15. 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?
16. Translating the experience home. Complete 2 of the following 4 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.

Extra credit: 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?

POST-IMMERSION

- **Capstone Project:**
 - (a) Participate with other members of the course in devising a plan for providing continuing assistance to our Jamaican host, the Association of Clubs, after we return home. This plan should reflect both our experiences working with the

A.O.C. and our reading and discussion about global citizenship. (Course participants are encouraged to create a realistic plan which they can, as a group, carry out, but completion of the plan is not a course requirement.)

- (b) Construct a 15-minute presentation, including a PowerPoint presentation with photographs and a written script, which you will make to a group or organization in Morgantown or in your home community, that describes your activities in Jamaica, what you learned and what you accomplished. By group agreement, your presentation may play a role in accomplishing part (a) of the capstone project. With approval, you may collaborate with one or more other members of the class in designing and carrying out this presentation. With approval, you may substitute another comparable project (e.g. the creation of a web page) for the PowerPoint presentation and script.
- **Post-Immersion Meeting:** Attend a final meeting to reflect on our experiences both in Jamaica and afterwards and to turn in your reflective paper and your capstone project. Time, date and exact topics *to be announced*.