

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>A&S</u>	Department (Full name):	<u>Modern and Classical Languages Literatures and Cultures</u>		
Major Name (full name please):	<u>Foreign Language and International Economics (FLIE)</u>	Degree Title:	<u>BA/BS</u>		
Formal Option(s), if any:	<u>FLIE-French, FLIE-German, FLIE- Japanese, FLIE-Russian, and FLIE- Spanish. FLIE-Arabic and FLIE- Chinese have been submitted for approval.</u>	Specialty Field w/in Formal Options, if any:	_____		
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.				
Contact Person:	<u>Jeff Rogers</u>	Phone:	<u>7-4540</u>	Email:	<u>nelsjrogers@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

***“Graduation Composition and Communication Requirement.** Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”*

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>None</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Upon completion of this course, students will...</u>
<u>...demonstrate effective written, oral and visual communication in the field(s) of ethnographic/cultural studies. Students will employ evidence-based, comparative strategies, which may include translation, in written research papers and oral presentations based, at least in part, on primary and secondary materials from non-English-language sources; *[GCCR]</u>

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2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:

MCL/SPA 300 is a common capstone experience shared by FLIE majors in French, German, Japanese, Russian, and Spanish (as well as Arabic and Chinese when approved). It is designed to provide an opportunity for FLIE majors to develop fieldwork-based ethnographic projects on and near campus so as to explore the contact zones, defined as the sites of dialogue across differences. In so doing, students will learn how to observe, interpret, analyze, and write about people with different cultural backgrounds—including those living in the virtual world. Students will also critically explore the notion of culture via classroom lectures, discussions, and activities. Bringing fieldwork projects (outside the classroom) and critical explorations of culture (inside the classroom) together, this course prepares students to become effective thinker-cum-communicators with intercultural competence. Students will present findings of their ethnographic projects to demonstrate that competence.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: MCL/SPA 300 Contact Zones: Cultivating Intercultural Competence

- new or existing course? Existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? R
- shared or cross-listed course? Cross-listed
- projected enrollment per semester: 25

Course #2 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).

Date of agreement: _____

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4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are highlighted in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

This will be a capstone course for the FLIE program, in which each major will develop an independent, fieldwork-based ethnographic project.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

*Ethnographic project portfolio, which should include, at minimum, field notes, project outline, annotated bibliography, first draft of ethnographic paper, and final version of ethnographic paper. Digitally processed photos and videos, as well as other forms of information collected during fieldwork, are encouraged to be included. In addition, students will present research findings toward the end of the semester. FLIE faculty will be invited to presentations.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

Students will hand in project outline, first draft of ethnographic writing, and final version of ethnographic writing, as they develop them. The draft will receive instructor review. Student presentations will receive peer review and instructor review.

- other information helpful for reviewing the proposal:

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):
every 2 years
- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
Undergrad Committee
- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	MCL/SPA 300, Foreign Language and International Economics (FLIE), BA/BS
Contact Person Name:	Jeff Rogers
Phone:	7-4540
Email:	nelsjrogers@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	2/4/14	Jeff Rogers, A&S MCL DUS / 7-4540 / nelsjrogers@uky.edu
Providing Program <i>(if different from Home Program)</i>	February 27, 2014	Gail Hoyt, B&E Economics DUS / 257-2517 / gail.hoyt@uky.edu William Hoyt, B&E Economics Chair / 257-2518 / whoyt@uky.edu
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/1/14	Ruth Beattie, A&S Associate Dean, / 3-9925 / reabeat1@uk.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/2/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

(Sample Syllabus, to be modified by instructors who teach the course)

MCL/SPA 300 Contact Zones: Cultivating Intercultural Competence
Tuesdays and Thursdays, 4-5:15

Instructor

Masamichi (Marro) Inoue, Ph.D.

Dept. of Modern and Classical Languages, Literatures, and Cultures.

Office: 1465 Patterson Office Tower.

Office Hours: Monday 1:45-2:45 and 4-5, or by appointment.

Office Phone: 257-7024.

Email: msinoue@uky.edu

Course Description

MCL/SPA 300 is a common capstone experience shared by FLIE majors in French, German, Japanese, Russian, and Spanish (as well as Arabic and Chinese when approved). It is designed to provide an opportunity for FLIE majors to develop fieldwork-based ethnographic projects on and near campus over the course of the semester so as to explore the contact zones, defined as the sites of dialogue across differences. In so doing, students will learn how to observe, collaborate with, listen to, interpret, analyze, read, and write about people with different cultural backgrounds—including those living in the virtual world. In the process, students will also be invited to critically explore the notion of culture via classroom lectures, discussions, and activities. Bringing fieldwork projects (outside the classroom) and critical explorations of culture (inside the classroom) together, this course will prepare students to become effective thinker-cum-communicators with intercultural competence -- i.e., individuals with ability to explore ever proliferating contact zones and to engage in overlapping resemblances across cultures as well as crisscross differences within cultures. To demonstrate that ability, students will present findings of their ethnographic projects toward the end of the semester.

GCCR component

This course fulfills the Graduation Composition and Communication Requirement for all FLE majors. All assignments related to the GCCR requirement must be completed and the grades must average a C. Students not earning a C or better average on GCCR assignments will have to repeat the course.

The requirements of the GCCR state that students complete 4,500 words of English-language composition. Thus fieldwork-based ethnographic projects must meet this minimum requirement, approximately 15 pages, in order to fulfill the GCCR. Students will submit project outline in Week 5, revised project outline in Week 7, first draft of the ethnographic paper in Week 12 and its final version in Week 16.

In addition, students must present their work orally (10 minutes). In their presentations, students are encouraged to include a visual component such as PowerPoint, photos, slides,

and/or video clips as a supporting tool. Do not let the visual component control and dictate your presentation; you should control the visual component in order to make your presentation effective. Presentations will first receive informal peer reviews, outside of class, before the final, formal presentations. On the basis of comments in peer reviews, students will revise their presentations and deliver the final, formal presentations in class, which will be evaluated by the instructor. FLIE faculty will be invited to the formal class presentations.

Finally, as part of the research project, students will demonstrate information literacy in ethnographic/cultural studies, broadly defined, by submitting annotated bibliography in Week 9.

All of the assignments associated with the GCCR will be marked with an asterisk in the schedule section of this syllabus.

Prerequisites and Academic credit

Declared major in FLIE

Junior standing (> 60 credit hours)

All FLIE majors must complete MCL/SPA 300 during the junior or senior year of their studies. (Exceptions to these prerequisites must be approved by the DUS.)

MCL/SPA 300 is 3 credit hours for one semester.

Student Learning Outcomes

By completing this course, students will develop intercultural competence by engaging in the contact zones. More specifically, they will be able to:

- 1) ...recognize historical and cultural differences – as well as overlapping resemblances – among different groups of people;
- 2) ...understand how these differences and resemblances shape particular agencies and practices at the level of everyday life on the one hand and ethical dilemmas, political tensions, and economic conflicts at a broader social level on the other; and
- 3) ...demonstrate effective written, oral and visual communication in the fields of ethnographic/cultural studies, broadly defined, in order to articulate issues concerning 1) and 2) above. Students will employ evidence-based, comparative strategies, which may include translation, in written research papers and oral presentations based, at least in part, on primary and secondary materials from non-English-language sources *[GCCR].

Grading Procedures

(1) Your final grade will be determined on the following scale. A (distinguished) = 90-100, B (better than average) = 80-89.9, C (average) = 70-79.9, D (below average) = 60-69.9, and E (poor) = below 59.

(2) Your final grade will be calculated in terms of the following categories.

*Attendance and Participation

15%

This course incorporates a seminar format and its success depends on student participation. Specifically, you must (1) attend lectures, which will build on, rather than duplicate, the readings; (2) share your insights (after doing the reading assignments, of course) with the rest of us in class discussions; and (3) fully participate in activities and exercises conducted in the classroom.

*Homework Assignments	15%
For each session, submit a double-spaced, typed, ¾-to-1 page response to the specified question related to the topic of discussion of that day. You must complete the homework assignment before class and submit it in class. The lowest score of your homework assignments will not be counted towards your final grade.	
* Fieldwork-Based Ethnographic Project	60%
a) Ethnographic project portfolio, which should include, at minimum, the following.	
<ul style="list-style-type: none">• field notes (10%)• two project outlines (15%)• annotated bibliography (10%)• first draft of ethnographic writing (10%),• final version of ethnographic writing (15%).• Digitally processed photos and videos, as well as other forms of information collected during fieldwork, are encouraged to be included (extra credit, up to 5%).	
* Presentations	10%
Each student presents his/her research findings toward the end of the semester (10 minutes). Student may include a visual component as PowerPoint, photos, slides, and/or video clips as a supporting tool.	

TOTAL	100%

Required Readings

- * Bonnie Stone Sunstein and Elizabeth Chiseri-Strater. 2006. *Fieldworking: Reading and Writing Research* (3rd edition). Boston: Bedford/St. Martin's.
- * Endo Shusaku. 1976. *Silence*. London: Peter Owen Publishers.
- * Michale Ende. 1985. *Momo*. London: Puffin Books.
- * Selected articles in E-reserve.

Accessing to E-reserves:

To access your online material,

Follow the directions in steps 1 and 2 below.

- 1) Log into Bb (<https://elearning.uky.edu/>) using your link blue login. (Note: Individuals will use their personal link blue login to access Bb.)
- 2) Click on Content Collection/ Institution Collection/ Library/ Ereserves/ the folder for this course.

Attendance Policy

You are expected to attend every class session and participate actively in class. If you are physically present but do unrelated activities such as homework for another class, reading the paper, or sleeping, I will mark you absent, as if you had not come to class at all. (Also see criteria for participation above.)

Please be aware of the following standards and guidelines, which constitute my attendance policy.

1. More than 2 unexcused absences will lower your final grade by 1.5 % per absence after the second.
2. Being more than five minutes late three times or leaving class early twice will count as one day absent.
3. For absences because of University-sponsored activities, you must submit a schedule to me at the beginning of the semester. Excusable university-sponsored absences are defined by SR 5.2.4.2.
4. For excused absences, it is your responsibility to schedule make-up dates for work missed. Work must be done in advance if the absence is because of a scheduled activity, or within one week of absence if the absence is because of an illness or emergency, or it will be counted as a zero. Participation points must be made up as well, even for an excused absence.
5. As explained in the university rules, if you miss more than one-fifth of class time (this pertains to excused absences as well), I can request that you petition for a withdrawal. If you miss more than one-fifth of class time because of unexcused absences and do not withdraw, I will assign a grade of E.
6. In the case of an absence due to illness, I have the right to ask for sufficient documentation regarding the nature of the absence from a licensed individual (who cannot be a family member). Health Services will not provide this without a release signed by you. (The stamped slip of paper only confirms that you went to Health Services, not that you were examined or treated. I will not accept these slips as documentation of an illness.)
7. Please do not offer excuses, orally or by e-mail, for absences which cannot be excused according to university policy; I will not consider these when calculating your grade. I understand and sympathize with difficult life situations and realize that you also have work obligations, duties to your families, and other reasonable

conflicts. By reserving your two free absences for real emergencies (of which I hope you will have none), you can fulfill your other obligations while maintaining your grade in this class.

8. Failure to appear in class when you are to present your work (as an oral presentation or in any other form) will result in a grade of zero (0) for that assignment.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. If you submit any work that is not wholly yours without citing your sources, you are guilty of plagiarism. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/studentaffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic.

However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Civility and Decorum

The university, college and department have a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

Schedule (subject to change, depending on the progress we will make.)

Week 1

January 14. Introduction.

Week 2

January 19. What is relativism? What are the strengths? What are the problems?

Reading: Ruth Benedict, "Taking One's Proper Station" (e-reserve).

Homework: Analyze how Benedict discusses/constructs Other/them in reference to Self/us.

Class Activities: Lecture and discussion; watch an excerpt of *The Last Samurai*, *special features*.

January 21. Fieldwork as a method for cultivating intercultural competence (1)

Reading: *Fieldworking*, Chapter 1, pp. 1-24.

Homework: Box 3 (*Fieldworking*, p. 20 – Engaging the Ethnographic Perspective); use the web article titled "The Pet Culture"

(<http://www.forbes.com/2009/10/15/pets-dogs-cats-forbes-woman-time-children.html>) for your "action."

Class Activities: lecture and discussion; share and discuss HW.

Week 3

January 26. Fieldwork as a method for cultivating intercultural competence (2)

Reading: *Fieldworking*, Chapter 2, pp. 65-92

Homework: Box 4 (*Fieldworking*, p. 73 – Exploratory Writing).

Class Activities: We will go to the Student Center for observation; at the end of observation, give your observation notes to the partner.

January 28. Culture as performance (1)

Reading: Jane Desmond, “Tourism and the commodification of culture, 1930-1940” (e-reserve).

Homework: Box 7 (*Fieldworking*, p. 103 – Sharing Your Initial Fieldnotes); submit your comment on the partner’s field notes to the instructor.

Class Activities: lecture and discussion; watch an excerpt of *The Cannibal Tour*.

Week 4

February 2. Fieldwork as a method for cultivating intercultural competence (3)

Reading: *Fieldworking*, Chapter 3, pp. 117-143.

Homework: Box 11 (*Fieldworking*, p. 132, Positioning Yourself); use your own field site if you have chosen one. If not, consider a site you might choose to study.

Class Activities: lecture and discussion – are we really privileged? If so, in what ways?

February 4. Culture as performance (2)

Reading: Katherine Meizel, ““Be a Fan, Not a Hater”: Identity Politics and the Audience in American Idol”

<http://www.ethnomusic.ucla.edu/pre/Vol12/Vol12html/V12Meizel.html>

Homework: Read Meizel’s article and discuss American Idol (or other cultural phenomenon of your interest) in reference to the idea of “performance.” What is performed? Where? In what ways? By whom? For what ends? Also, pose questions about Meizel’s article – what are missing in her ethnographic analysis?

Class Activities: lecture and discussion; watch an excerpt of *American Idol*.

Week 5

February 9. Culture and its internal differences: race, class, and gender (1)

Reading: *Fieldworking*, Chapter 1, pp. 26-42 and pp. 45-53; and a student paper from this course in the past.

Homework: Discuss the strengths and weaknesses of the three student reports.

Class Activities: lecture and discussion

***Submit project outline.**

February 11. Fieldwork as a method for cultivating intercultural competence (4)

Reading: *Fieldworking*, Chapter 2, pp. 93-115.

Homework: Box 8 (*Fieldworking*, p. 107 – Questioning Your Fieldnotes); use your own field notes.

Class Activities: lecture and discussion; share the initial status of your project in class.

Week 6

February 16. Culture and its internal differences: race, class, and gender (2)
Reading: Cynthia Enloes, “Masculinity and Nationalism” (e-reserve).
Homework: Summarize Enloe in reference to contradictions pertaining to culture, gender, and nationalism/colonialism. Also, pose questions for further ethnographic analyses – What would you choose to study in order to examine the questions of gender and nationalism?; how would you study them ethnographically?
Class Activities: lecture and discussion; watch an excerpt of *Out of Africa*

February 18. Fieldwork as a method for cultivating intercultural competence (5)
Reading: *Fieldworking*, Chapter 3, pp. 143-174, excluding 159-165 (to be handled later).
Homework: Box 13 (*Fieldworking*, p. 145 – Reading an Artifact); discuss an artifact from your own fieldwork site.
Class Activities: lecture and discussion about cultural artifacts.

Week 7

February 23. Fieldwork as a method for cultivating intercultural competence (6)
Reading: *Fieldworking*, chapter 4, pp. 175-204
Homework: Box 16 (*Fieldworking*, p. 187 – Writing a Verbal Snapshot); use your own field notes.
Class Activities: lecture and discussion.
***Submit revised project outline.**

February 25. Power that divides/unites (1)
Reading: Nancy Scheper-Hughes, “Commodity Fetishism in Organs Trafficking.” (paper reserve at Young Library).
Homework: Read Scheper-Hughes’ article and answer the following questions: What surprised you? What intrigued you? What disturbed you?
Class Activities: lecture and discussion; watch an excerpt of *Vanilla Sky*.

Week 8

March 2. Fieldwork as a method for cultivating intercultural competence (7)
Reading: *Fieldworking*, chapter 4, 204-236
Homework: Box 17 (*Fieldworking*, p. 195 – Mapping Space); use your own field notes.
Class Activities: lecture and discussion in reference to “colonization”; watch an excerpt of *Babel*.

March 4. Power that divides/unites (2)
Reading: Boellstorff, *Coming of Age in Second Life*, chapter 5 (e-reserve); and *Fieldworking*, 159-165.
Homework: Read the two articles and answer the following questions: What surprised you? What intrigued you? What disturbed you?
Class Activities: discussion and lecture on virtual/actual.

Week 9

March 9. Fieldwork as a method for cultivating intercultural competence (8)

Reading: *Fieldworking*, chapter 5, pp. 237-271.

Homework: Box 20 (*Fieldworking*, p. 252 – Establishing Rapport); use your own field notes.

Class Activities: interview role play

March 11. Culture as Commodity

Reading: Eric Schlosser, “Behind the Counter” (e-reserve).

Homework: Read Schlosser’s article and answer the following questions: What surprised you? What intrigued you? What disturbed you?

Class Activities: lecture and discussion; watch an excerpt of *Food Inc.* Is capitalism that bad?

* Submit annotated bibliography.

Week 10

March 16 and March 18: Spring Break.

Week 11

March 23. Cultural Difference and the Global Common (1)

Reading: Endo Shusaku, *Silence*

Homework: TBA.

Class Activities: lecture and discussion.

March 25. Fieldwork as a method for cultivating intercultural competence (9)

Reading: *Fieldworking*, chapter 5, 272-306.

Homework: Prepare interview questions for the guest speaker, Prof. Ihsan Bagby, UK Islamic Studies Program.

Class Activities: lecture and discussion; watch an excerpt of *Islam*

Week 12 Informal presentations (outside class) will be conducted during this week.

March 30. Fieldwork as a method for cultivating intercultural competence (10)

Reading: *Fieldworking*, chapter 6, pp. 307-330.

Homework: Box 25 (*Fieldworking*, p. 314 – Listening to Words: Creating a Glossary); use your own field notes.

Class Activities: Dialogue with Professor Ihsan Bagby, UK Islamic Studies Program

* Submit field notes and first draft of ethnographic writing.

April 1. Cultural Difference and the Global Common (2)

Reading: Foucault, “Panopticism” (e-reserve); and Walby, “How Closed-Circuit Television Surveillance Organizes the Social: An Institutional Ethnography” (e-reserve)

Homework: Read Foucault and Walby and answer the following questions: What surprised you? What intrigued you? What disturbed you?

Class Activities: lecture and discussion; watch an excerpt of *The Truman Show*.

Week 13 Informal presentations (outside class) will be conducted during this week.

April 6. Fieldwork as a method for cultivating intercultural competence (11)

Reading: *Fieldworking*, chapter 6, pp. 331-357.

Homework: Box 26 (*Fieldworking*, p. 333 – Describing Occupational Terms)

Class Activities: lecture and discussion.

For Weeks 13, 14, 15, and 16, students will present their research findings in the classroom. Be sure to include a visual component in your presentation. FLIE faculty will be invited to presentations. Meanwhile, do the following reading and homework during these weeks.

- 1) * Comment on a total of 5 student presentations. Submit comments via email to the instructor by 5 pm on Friday, April 23.
- 2) Read *Momo* and comment on this book in reference to at least two of the following issues that we have talked in class throughout the semester: culture as performance, internal difference, culture as commodity, culture and power, the global common. Submit your response to *Momo* on April 27 in class.
- 3) Read *Fieldworking*, Chapter 8, for helpful tips for writing up the final version of your ethnographic paper, which you must submit on April 30 in class.

April 8. *Student Presentations (1)

Week 14

April 13. *Student Presentations (2)

April 15. *Student Presentations (3)

Week 15

April 20. *Student Presentations (4)

April 22. *Student Presentations (5)

Week 16

April 27. Towards a New Way of Talking/Thinking about Culture.

Class Activities: Discuss *Momo*.

April 30. Pulling it all together, Looking forward.

*Submit project portfolio. The portfolio should include, at minimum, field notes, project outlines, annotated bibliography, first draft of ethnographic writing, and final version of ethnographic writing. Digitally processed photos and videos, as well as other forms of information collected during fieldwork, are encouraged to be included.