

**IDS 4930 – GLOBAL PATHWAYS: PREPARING FOR INTERNATIONAL ENGAGEMENT
(SPRING 2020)**

Tuesdays, Period 5: 11:45am-12:35pm in McCarty A 2196

– or –

Wednesdays, Period 4: 10:40-11:30am in Turlington B310

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Study abroad. International internships. Research overseas. Global service learning. International experiences change lives. They give students the skills, knowledge, and confidence necessary to navigate the increasingly complex challenges of a globalized world. They also translate into better grades, higher graduation rates, and stronger job prospects.

Part of the Beyond120 Professional Development Curriculum, this one-credit course is designed to prepare students to take advantage of – or even create – opportunities for global engagement.

Student Learning Outcomes

To foster a global mindset and promote international engagement, students who take this course will be able to:

- Identify, describe, and explain global and intercultural conditions and interdependencies.
- Analyze and interpret global and intercultural issues.
- Communicate effectively with members of other cultures.

Additionally, to encourage the personal, academic, and professional development of globally minded students, the course will also ask students to:

- Understand the benefits that global engagement brings to academic attainment, employment opportunities, and personal development.
- Examine the impact and implications of international engagement and global service and reflect on their own personal ethic for global learning.
- Create an action plan for globalizing their course of study that integrates world experience, civic engagement, and professional development.

Required Materials

- Readings can be accessed online, either through links or PDFs posted on Canvas.
- You will need to purchase a notebook and bring it to class every period.

Breakdown of Graded Components (more on the assignments below)

Participation and Attendance	25%	Inquiry Notebook	25%
Interview Assignment	12.5%	Event Attendance and Reflection	12.5%
Final Engagement Plan	25%		

Here is the grading scale. Grades are NOT curved.

A 92.5-100; A- 89.5-92.4; B+ 86.5-89.4; B 82.5-86.4; B- 79.5-82.4; C+ 76.5-79.4;
C 72.5-76.4; C- 69.5-72.4; D+ 66.5-69.4; D 62.5-66.4; D- 59.5-62.4; E below 59.5

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What You Need To Do

- *Participation and Attendance.* Classes are more productive when students participate. Merely showing up will not be enough to earn a passing grade in discussion. Come to class ready to discuss your readings and writings. I encourage you to ask questions, answer questions, offer observations, and engage with the comments of your classmates.

A note on absences: Attendance is the responsibility of the student. If you're not in class, you're not participating. Everyone will be granted one "no questions asked" absence during the semester. Use it wisely. After that, each missed class will decrease your final grade 1/3 of a letter grade (so an A- becomes a B+, and so on). Absences due to medical reasons or other extenuating circumstances are considered excused with proper documentation. If multiple absences become necessary, please speak to me.

- *Inquiry Notebook.* You will use this notebook throughout the semester to reflect on texts and experiences. Each week, you will be responsible for two entries. One entry will be a response to a specific prompt provided by me; the other entry will be about anything related to global engagement. Bring your notebook to every class meeting and be prepared to: (a) turn it in; (b) share your writing with others; (c) do some in-class writing; or (d) all of the above.
- *Interview Assignment.* You will gain greater insight into the possibilities of global engagement through carrying out an informational interview and reflecting on it. Details will follow.
- *Event Attendance and Reflection.* Over the course of the semester, you will attend and reflect on two events on campus or in the community that relate in some manner to global engagement. I will regularly publicize opportunities, but the events you attend will be of your own choosing.
- *Final Engagement Plan.* You will be responsible for developing a personalized action plan for globalizing your course of study that integrates world experience, civic engagement, and professional development. This will look different for each student. Details will follow.

TENTATIVE SCHEDULE OF ASSIGNMENTS

Please note that the following is not a final draft. It is entirely likely that topics and readings will be adjusted between now and the beginning of the Spring semester.

PART I: "Global Engagement": What does it mean for you?

Week 1: Where in the world do you see yourself? An introduction

Week 2: What study abroad can do for you: Educational attainment

- Elizabeth Redden, "Academic Outcomes of Study Abroad"
- Laura Pappano, "U.S. Students Look for Tailored Experiences Abroad"

Week 3: What study abroad can do for you: Professional development

- Martin Tillman, "Study Abroad and Career Development"
- Christine Farrugia, "Gaining an Employment Edge"

Week 4: Investing in your future: Can you afford to go?

- Explore the UF International Center information on scholarships.

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PART II: Critical Reflection, Cultural Humility, and Professional Practice

Week 5: U.S. American identity and you

- Max Fisher, "Welcome to America, Please Be on Time: What Guide Books Tell Foreign Visitors to the U.S." and "The Land of Big Groceries, Big God, and Smooth Traffic: What Surprises First-Time Visitors to America"
- Sylvia Poggioli, "Study-Abroad Students Gone Wild in Italy?"

Week 6: Critical thinking about global and intercultural issues

- R. Michael Paige et al, "What is Culture, Anyway?"

Week 7: Intercultural competencies and cultural humility

- Jamaica Kincaid, "A small place" (excerpt)

Week 8: Putting cultural learning to use

- Eric Hartman et al, "Power, Self as a Cultural Being, Cultural Humility, and Intercultural Communication"

PART III: Putting yourself out in the world: Ethical frameworks for action

Week 9: "Global engagement": What does it mean for others?

- Ivan Illich, "To Hell With Good Intentions"
- G.W. Schlabach, "Lest Best Intentions Become the Enemy of the Good"

Week 10: A personal ethic for global learning, Part I

- Anthony Ogden, "The View from the Veranda: Understanding Today's Colonial Student"

Week 11: Engaging the global locally

- Eric Hartman et al, "Defining Community-Based Global Learning"

Week 12: A personal ethic for global learning, Part II

- Richard Slimbach, "The Mindful Traveler"

Week 13: Global citizenship?

- Kwame Anthony Appiah, "The Case for Contamination"
- Talya Zemach-Bersin, "American Students Can't Be Global Citizens"

PART III: Realizing your global voice: Plans of action

Week 14: The big picture: Revisiting what global engagement means for you

Week 15: Looking ahead: How to make the most of your time abroad

Week 16 (Finals week): Sharing your plans of action