

# Journeys Nicaragua: Intersections + Reflections

GBL 102-H

<i>Instructor Information</i>	<i>Course Information</i>
Janelle S. Peifer - Emily Kandetzki <a href="mailto:jpeifer@agnesscott.edu">jpeifer@agnesscott.edu</a> - <a href="mailto:ekandetzki@agnesscott.edu">ekandetzki@agnesscott.edu</a> Office: Bullock 118 E - Buttrick 109 404.471.5362 - 404.471.6952	Spring 2017 TR – 11.30 – 12.45 Bullock Science Center 209 W-A Office Hours: TR – 13.00 – 14.00

*Nestled between Honduras and Costa Rica in Central America, Nicaragua is a country with rich bio-diversity, history, and contemporary cultures. The course will take an experiential approach to exploring intersectional elements of identity as they are expressed in a global context. From the first day of class, course participants will explore their own complex identities and engage with organizations based in Nicaragua. This exploration will culminate with a trip to Peñas Blancas, Managua, and Granada and continue post-departure. Throughout the course, students will challenge themselves to interrogate myths and biases about travelling abroad, learn about Nicaraguan culture, and self-reflect on their own experiences as emerging globally-minded leaders.*

## Readings

Please purchase a copy of the required, common reading: **Kincaid, J. (1988). A Small Place. New York, NY: Farrar, Straus and Giroux.** One copy will be available on reserve in the library. The majority of the other readings will be posted to Moodle.

## Communication and Questions

If you have a question about the course, first reference this syllabus. If after reviewing the syllabus you still have questions or would like to talk further, feel free to come by my office hours. I ask that you err towards reaching out earlier than later in the semester if any concerns arise. If you are unavailable during my set office hours, e-mail me to find another time. I strive to respond to e-mail messages within 48 hours.

## Course-Related Discussion Group Text

Members of the class will establish a course-related discussion group text to facilitate communications about the course among students. Be respectful of your fellow students when you use this resource and refrain from discussing topics unrelated to the class.

## Accessibility and Accommodations

We will seek to build an inclusive classroom environment together. I will work with Agnes Scott's Office of Student Disability Services (OSDS) to accommodate students' learning needs provide accommodations to students registered with OSDS.

Kelly Deasy - Office of Academic Advising ([kdeasy@agnesscott.edu](mailto:kdeasy@agnesscott.edu); p. 404.471.6174)

To find more information about establishing accommodations, visit:

<http://www.agnesscott.edu/academicadvising/disability-services.html>.

## **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories. For the safety of the entire community, any incidence of or information about sexual misconduct must be reported immediately. If you or someone you know has been harassed or assaulted, you can find the appropriate resources through Agnes' Title IX Coordinators: Karen Gilbert ([kgilbert@agnesscott.edu](mailto:kgilbert@agnesscott.edu), 404.471.6435) and/or Kristian Contreras ([kcontreras@agnesscott.edu](mailto:kcontreras@agnesscott.edu), 404.471.6394).

## **Course Purpose and Learning Objectives**

In this course, you will begin to: 1) develop an understanding of the role of self-exploration and knowledge in cultural competence, 2) examine the practical, ethical, and scholarly considerations for travelling abroad, 3) build skills in documenting your experience in digital, written, and oral forms, and 4) apply culturally-informed critical thinking skills to your own work domestically and abroad.

## **Common Course Description and Learning Objectives**

This 4-credit course is the core course in the Global Learning curriculum of Summit. It introduces first-year students to global structures, systems and processes and connects these concepts to first-hand immersion experiences. Drawing on a variety of disciplines, interests and expertise, the course explores complex and interdependent relationships across the globe. Students will examine a set of global themes through common readings, dialogue and small group discussions. These learning experiences will enable students to identify, describe and evaluate critical assumptions surrounding global issues. This course also prepares students for their first-year immersion experience, providing them with the knowledge to recognize how global processes operate in a specific location, as well as the skills to engage in meaningful intercultural communication.

Upon completion of this course students will be able to:

- Identify, explain, and analyze global themes, processes, and systems:
  - Students will be able to identify and describe through at least two different examples how globalization relates to the particular section topic and analyze its impact on the Journeys destination.
- Critically examine the relationship between dominant and marginalized cultures, subcultures or groups:
  - Using specific examples from their Journeys course and the immersion experience, students will be able to compare and contrast the impact global processes have on dominant and marginalized cultures.
- Demonstrate knowledge and skills essential for global engagement:
  - Students will be able to evaluate some of the historical, political, economic, scientific, and cultural forces that shape global processes and outline topics for future research and analysis.
  - Students will develop their ability to engage across differences.
  - Based on their interactions with and their learning from community members at the Journeys destination students will critically reflect on their own values, ethics, and assumptions.

## Credits and Workload

To meet the requirements of this four credit course, you will spend: 1) three hours in the classroom each week and 2) at least three additional hours per week on readings and other course assignments.

## Submitting Assignments

For each assignment, please review the submission guidelines closely--be sure to label and format your document as described on the assignment description and/or rubric. If you submit materials incorrectly (e.g., slipping under my office door), they will not be accepted or graded. Assignments will be docked a letter grade for each day submitted after the deadline (including weekends) except with written medical or emergency excuse.

## Tardiness, Attendance, and Make-Up Policy

You may miss two classes without penalty. If you arrive more than 5 minutes late to class, that will count as an absence. Each absence over two will impact your final participation and attendance grade. If an extraordinary situation (e.g., hospitalization, death of a family member) arises that requires your absence or prevents the submission of an assignment - you *must* communicate with me, by e-mail, as soon as possible to develop a plan.

## Assignments and Grade Breakdown

Brief assignment descriptions are included on the next page. You can track your grade below. All uploads close at 10.00pm.

### Grading Scale

A: 93 – 100	A-: 90 – 92	B+: 87 – 89	B: 83 – 86
B-: 80 – 82	C+: 77 – 79	C: 73 – 76	C-: 70 – 72
D+: 67 – 69	D: 63 – 66	D-: 60 – 62	F: ≤ 59

#	Assignment	Due Date	Possible Points	Actual Pts.	Submission Details
	<i>Total</i>		1000		
1	Reflective Questions (10)	--	100		Bring to class.
2	Dynamic Dialogue Prep	R, 2/23	100		Complete form: <a href="https://goo.gl/forms/QrDfzKILDL0bwAPx2">https://goo.gl/forms/QrDfzKILDL0bwAPx2</a>
3	Organization Briefing + Handout	T, 2/28	100		Upload presentation to Moodle before class. Print rubric and bring to class (1 per group).
4	Nicaragua Digital Album	R, 3/23	50		Upload to Moodle. Print rubric and bring to class.
5	Travel Writing Piece Draft 1	T, 3/28	50		Upload to Moodle.. Print piece, attach rubric, and bring to class.
6	Travel Writing Piece Final Draft	R, 3/30	150		Upload to Moodle.. Print piece, attach rubric, and bring to class.
7	Scotties' Guide to Nicaragua Presentation	T, 4/11	100		Upload to Moodle. Print rubric and bring to class.
8	Dynamic Dialogue Final Product	T, 4/18	100		Upload to d-Portfolio. Print rubric and bring to class.
9	Reflective Mapping Assignment	R, 4/13	50		Follow Mapping Instructions.
10	Random Reading Quizzes (5)	--	50		Complete in Class.
11	Attendance	--	50		--
12	Participation (Domestic)	--	50		Includes bringing journal to each class.
13	Participation (Nicaragua)	--	50		--
--	Spanish Language Extra Credit (5 points each)	--	25		Submit a one-paragraph write-up by e-mail to Dr. Peifer for each time you attend an event.

## Weekly Course Schedule<sup>1</sup>

A list of each week's readings and materials are included at the end of this document. I will post other required (or suggested) materials to Google Drive.

*Note: Readings and assignments are due by the course session indicated below – not to be completed after the session listed.*

<b>No.</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
1	T, 1/10	So You Wanna be Global?	<i>Readings:</i> None.  <i>Assignment(s):</i> None.  <i>In Class:</i> None.
2	R, 1/12	Introduction to Nicaragua + Our Course	<i>Readings:</i> <a href="#">Travel with Rick Steves on Nicaragua</a>  <i>Assignment(s):</i> Initial Survey  <i>In Class:</i> Non-Profit Choice.
3	T, 1/17	Journeys: Why Travel?	<i>Readings:</i> The Mindful Traveler  <i>Assignment(s):</i> Reflective Questions 1  <i>In Class:</i> None.
4	R, 1/19	Journeys: Why Travel to Nicaragua?	<i>Readings:</i> To Hell with Good Intentions  <i>Assignments:</i> Reflective Questions 2  <i>In Class:</i> None.
5	T, 1/24	Self/Identity/Other/Culture  Introduction to Dynamic Dialogue Project	<i>Readings:</i> 1) Cisneros (2015) and 2) Cisneros' NPR Interview  <i>Assignments:</i> Reflective Questions 3  <i>In Class:</i> None.
6	R, 1/26	Self/Identity/Other/Culture in Nicaragua	<i>Readings:</i> Manyinka (2003)  <i>Assignments:</i> None.  <i>In Class:</i> None.
7	T, 1/31	Imperialism/Colonialism/Diaspora	<i>Readings:</i> A Small Place (Part I)  <i>Assignments:</i> Reflective Questions 4.  <i>In Class:</i> None.
8	R, 2/2	<i>Study Hall + Personal Review Day (Dr. Peifer at BoT Retreat)</i>	<i>Readings:</i> A Small Place (Part II)  <i>Assignments:</i> None.

<sup>1</sup> I will do my best to keep the electronic version of our syllabus up-to-date and follow it in our class sessions, but may make changes.

			<i>In Class: None.</i>
Sunday, 2/5: Life and Debt Screening - 6.30pm (the Frannie)			
9	T, 2/7	Imperialism/Colonialism/Diaspora and its Impact in Nicaragua  Dynamic Dialogue Workshop - Part 1	<i>Readings: None.</i>  <i>Assignment: None.</i>  <i>In Class: Dynamic Dialogue Question List</i>
Thursday, 2/9: No Class: WISE Conference			
10	T, 2/14	Dynamic Dialogue Workshop - Part 2	<i>Readings: None.</i>  <i>Assignment: Reflective Questions 5</i>  <i>In Class: Dynamic Dialogue Question List</i>
11	R, 2/16	Globalization/Globalization in Nicaragua  <i>Guest Lecture - Maria Ximena Arguello</i>	<i>Readings: The Noble Feat of Nike</i>  <i>Assignments: Reflective Questions 6</i>  <i>In Class: None.</i>
12	T, 2/21	Pre-Travel Expectation + Goal-Setting  <i>Former Student Panel</i>	<i>Readings: None.</i>  <i>Assignments: None</i>  <i>In Class: Personal Goal Sheets</i>
13	R, 2/23	Travel Writing  <i>Guest Lecture on Article Acquisition + Analysis - Casey Long</i>	<i>Readings: None.</i>  <i>Assignments: Reflective Questions 7; Dynamic Dialogue Prep Form</i>  <i>In Class: Personal Goal Sheets</i>
14	T, 2/28	Non-Profit Briefings	<i>Readings: None.</i>  <i>Assignments: Pre-Trip Non Profit Briefing Pres. and Handout.</i>  <i>In Class: None.</i>
15	R, 3/2	Nicaragua Overview + Pre-Travel Workshop	<i>Readings: None.</i>  <i>Assignments: Mid-Semester Survey</i>  <i>In Class: None.</i>
Saturday, 3/4 - Saturday, 3/11: Journeys Trip to Managua, Penas Blancas + Granada, Nicaragua			
Saturday, 3/11 - Friday, 3/17: No Class - Spring Break for Journeys Participants			
16	T, 3/21	<i>Returning Home - Science Quad</i>	<i>Readings: None.</i>  <i>Assignments: None.</i>

			<i>In Class: None.</i>
17	R, 3/23	<i>Re-Entry Common Session</i>	<i>Readings: None.</i>  <i>Assignments: Nicaragua Digital Album; Upload photos for Mapping Assignment</i>  <i>In Class: None</i>
18	T, 3/28	Travel Writing Workshop	<i>Readings: None.</i>  <i>Assignment: Travel Writing Piece Draft 1</i>  <i>In Class: None.</i>
19	R, 3/30	Journeys: Why Travel? Revisited  Review Mapping Assignment	<i>Readings: Body Ritual among the Nacirema</i>  <i>Assignment: Travel Writing Final Draft</i>  <i>In Class: None.</i>
20	T, 4/4	Self/Identity/Other/Culture Revisited	<i>Readings: Wretched of the Earth</i>  <i>Assignment: Reflective Questions 8</i>  <i>In Class:</i>
21	R, 4/6	<i>Dynamic Dialogue Workshop @ the d-Center</i> <i>Visiting Expert: Xinyao Li</i>	<i>Readings: The Case for Contamination</i>  <i>Assignments: Reflective Questions 9</i>  <i>In Class: None.</i>
22	T, 4/11	Presentations: Scotties' Guide to Nicaragua	<i>Readings: None.</i>  <i>Assignments: Scotties' Guide to Nica Presentations</i>  <i>In Class: None.</i>
23	R, 4/13	<i>Dynamic Dialogue Workshop @ the d-Center</i>	<i>Readings: None.</i>  <i>Assignments: Mapping Assignment</i>  <i>In Class: None.</i>
24	T, 4/18	Identity Map Exercise	<i>Readings: Anti-Blackness</i>  <i>Assignments: Dynamic Dialogue Final Product.</i>  <i>In Class: None.</i>
25	R, 4/20	Dynamic Dialogue Presentation	<i>Readings: None.</i>  <i>Assignments: None.</i>  <i>In Class: None.</i>

26	T, 4/25	What Now? The Continued Journey	<i>Readings:</i> None.  <i>Assignments:</i> Reflective Questions 10 - Next Steps in Summit  <i>In Class:</i> None.
Thursday, 4/27: No Class - SpARC - Present Mapping Assignment			
27	T, 5/2	<i>Farewell and Final Reflection @ la casa de Peifers</i>	<i>Readings:</i> None.  <i>Assignments:</i> Final Survey  <i>In Class:</i> Course Evaluations
Reading Day: Th., 5/4 Exams: Fr., 5/5 – Weds., 5/10 Baccalaureate, Fr., 5/12 Commencement: Sa., 5/13			

### Course Expectations and Policies

At the beginning of our course, you will digitally sign a copy of the commitment below -- keep one for your reference. These expectations and policies form the foundation of a bidirectional relationship that we both agree to from the beginning of our work together.

	<i>Your Commitment</i>	<i>My Commitment</i>
<i>Honesty and Integrity</i>	Abide by Agnes Scott policies and uphold standards of honor and integrity in all course-related activities.	Model morality and ethical behaviors. Provide clear expectations about policies related to academic integrity.
<i>Responsible E-Mail Use</i>	Check your e-mail on a regular basis (minimum: ~ every 3 days). Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct title and name (e.g., "Dear Dr. Peifer,"), 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.	Strive to respond in 48 hours to e-mail messages. Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct name, 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.
<i>Proactivity and Communication</i>	Reach out early and often if you have a concern, will not attend class, or will be tardy. Be proactive in addressing issues early in the semester, come to office hours, and share your feedback, needs, or thoughts throughout the semester.	Be available and accessible during class, office hours, and by e-mail. Be responsive, non-reactive, and non-judgmental when you share information. Keep privacy and provide accommodations when needed.
<i>Respect and Openness</i>	Treat peers in class with respect. Work towards inclusive	Approach students respectfully. Be self-reflective and humble. Identify



	communication, thought, and behavior to create a safe environment for all students. Demonstrate respect for the employees who maintain the space - feel free to eat in class, but ensure that you collect trash and clean up after yourself.	when classroom becomes unsafe and respond in a warm, patient way.
<i>Punctuality and Attendance</i>	Attend all classes and be prepared to begin class and discuss assignments on time. Inform me of conflicts or extraordinary situations as early as possible. Abide by attendance, tardiness, assignment submission, and make-up policies listed in the syllabus.	Be ready to begin on time. Accurately log attendance and tardiness. Provide clear expectations on attendance/tardiness policies. Communicate with students with extraordinary circumstances to develop alternative plans.
<i>Presence and Participation</i>	Find ways to participate in class that align with your preferences, personality, and communication style. Do not sleep in class. If you are less vocal and/or outgoing in classroom settings, explore other ways to engage (e.g., e-mailing questions about the reading before class, being active in small groups, coming to office hours).	Balance lecture and information-giving with opportunities for dialogue, small group work, and discussion. Choose thought-provoking and relevant articles and materials. Maintain a safe, non-judgmental, and respectful classroom space. Come to class as well-rested and present as possible.
<i>Thoughtful Technology Use</i>	Put cell phones away, out of sight, during class. Use laptops and tablets for note-taking and course-related work -- not for personal matters. Utilize appropriate, professional, and peer-reviewed sources and properly cite them.	Integrate educational technology into the course and take advantage of different forms of media (e.g., videos, online forums). Allow students to use laptops and other devices as learning tools and set reasonable limits on their use where they may inhibit learning.
<i>Attentiveness to Detail</i>	Review syllabus, assignments, and course-related materials carefully. Submit materials and comport yourself in a way that aligns with the articulated expectations.	Provide and share clearly written guidelines and expectations. Keep students accountable to syllabus, assignment descriptions and rubrics. Be well-organized.

## Course Evaluations and Feedback

Your feedback is vital to me as your professor, future students, and the College as a whole. I ask that all students complete evaluations and course surveys. I truly appreciate your time and effort and I will review all feedback provided with care and attention.

## Student Resources

I encourage you to take advantage of the various resources available to support your development and success:

- Academic Advising: <http://www.agnesscott.edu/academicadvising>
- The Writing Center: [http://writing\\_center.agnesscott.edu](http://writing_center.agnesscott.edu)
- The Speaking Center: [http://speaking\\_center.agnesscott.edu](http://speaking_center.agnesscott.edu)
- Counseling and Psychological Services: <http://www.agnesscott.edu/wellnesscenter/caps/index.html>
- McCain Library: <http://library.agnesscott.edu>
- Educational Technology Center: <http://www.agnesscott.edu/its/educational-technology>
- Wellness Center: <http://legacy.agnesscott.edu/studentlife/wellnesscenter>
- Academic Catalog: <http://www.agnesscott.edu/academics/academic-catalog/index.html>
- Academic Calendar: <http://www.agnesscott.edu/registrar/academic-calendar.html>
- Registrar: <http://www.agnesscott.edu/registrar/>
- Student Handbook: <http://www.agnesscott.edu/facultyservices/files/documents/student-handbook.pdf>

### **Statement on Academic Honesty**

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.)

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

*Modified Pledge:* Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay, or other work: **I pledge that I have neither given nor received any unauthorized aid on this assignment.**