

# FAS 1311 (Fall 2020)

**Modern Languages, Cultures, and Global Communities T/TH 9:30-10:45am**

**North Russell Classroom**

**Instructor:** Leia Duncan Leia\_Duncan@baylor.edu

Off. Hrs.: North Russell 1406; by appointment

**Peer Leader**: TBA

## Final Exam: TBA

Welcome to the Freshman Academic Seminar, FAS 1311, part of the Baylor & Beyond Living- Learning Center.

**New Student Experience (NSE):** To ease your transition from high school to college, all incoming students are required to take a New Student Experience (NSE) course. NSE courses provide the opportunity for first-semester students to form meaningful connections with each other and with faculty in an academic community and are designed to support your success by engaging you academically, socially, and spiritually in the earliest stages of student development. NSE courses also introduce students to the key values of a liberal education including critical thinking, effective communication, the integration of faith and learning, and civic engagement through the lens of a particular discipline.

By the end of the first year, through your participation in the overall New Student Experience programming at Baylor including Orientation, Line Camp, Move-In, Welcome Week, Chapel, and this NSE course, we hope you will:

* Understand Baylor’s mission and learning outcomes
* Connect to Baylor
* Engage in spiritual formation
* Develop personal and professional goals
* Succeed academically
* Develop autonomy through caring community [Learn more at http://www.baylor.edu/nse](http://www.baylor.edu/nse)

**Course Goals and Objectives:** The primary goal for this course is for each student to think about his/her role as a contributing global citizen in the Baylor & Beyond LLC, at Baylor University, in the greater Waco community, and in the world. In addition to this goal, the student should also accomplish the following:

* Learn, or review, the techniques of “good writing,” writing which is good both for classes at Baylor and for your career after Baylor;
* Become conversant in common global and international topics;
* Become an analytical reader, and
* Learn ways to transition from high school life to university life with ease and pleasure; and to that end

In order to accomplish these goals and to get the most this course offers, the student should aim for accomplishing the following objectives:

* Discuss and debate global topics and current events in his/her own words as he/she works through difficult course themes;
* Complete with a partner a “Voice Project,” to include a 3-5 page formal report from each person of your research; details of the Voice Project will be provided separately;

## Course Requirements

**Attendance:** The Department of Modern Languages and Cultures, under the auspices of which this course is conducted, has an attendance policy which states: “Any student who is not present for at least 80% of the scheduled class sessions for any course will automatically receive a grade of “F” in the course.” This means that when you accrue 20% absences you fail yourself, regardless of grades received. In this course 20% absences equals 5 class periods; upon the 6th absence, the grade of “F” is automatically assigned. Tardiness, or being late will be considered a complete absence. Excused absences are counted as absences.

**Grade Requirements \* Grade out of 100 points**

**Homework: (10 points)** Assignments will be posted on canvas. Please look at the assignments page for more details:

1. Attend Late Night or fulfill alternate assignment
2. Identity Questions
3. Core Identity PowerPoint
4. Meet with your advisor
5. Interview with a student not in this section from a country other than your own.
6. Article on Social/Cultural Movement

**Annotated Reading: (5 points)** There are notextbooks for this class, but you will be directed to read various articles as outlined in the syllabus and provided through Canvas. When you read each article, you are expected to print out the article, make notes, and highlight points you find interesting for discussion in class. These annotated articles should be handed in to the Peer Leader at the beginning of class to assess that you have completed the reading assignment. The annotated articles will be returned to you during the class discussion time.

**Experiential Learning**: **(10 points)** All students in FAS 1311 are required to attend one of each of the five different experiential learning events during the course of the semester as well as one community engagement event. Baylor & Beyond LLC will be sending you a weekly newsletter with numerous opportunities related to the event types above.

Event Attendance

1. Neighborhood event – Students must attend an event put on by their selected neighborhood.
2. Academic Event –Any lecture or other academic event (outside of your classes) that Baylor is hosting.
3. Cultural/Global Event – Event on Baylor’s campus or in Waco that celebrates culture/global themes.
4. Baylor & Beyond LLC Event – Must be an event put on by the LLC and not just advertised by us.
5. Service– At least 3 hours of service locally in the Waco community.

In order to receive credit, send your Peer Leader either a selfie at the event or some material from the event (brochure, ticket, etc.). Include the following with the submission: 1.) Name, date, and location of the event; 2.) program or department sponsor; 3.) 4-6 sentences explaining the event and what you learned and or how it relates to our class. Do this within 10 days of attending the event.

**Peer Leader Meeting (5 points):** Must meet with your peer leader for a 30-minute meeting by midterm October 15th.

**Essays (20 points)**– At the end of 2 sections there will be an essay assignment for students to reflect and discuss the issues and topics within that section. Each essay prompt and scoring rubric will be posted one week before the essay is due. There will be 2 essays total, and each will be 5 pages long—12 point font in Times New Roman, double spaced.

**Voice Project. (50 points):** With a partner, each student will conduct a narrowly defined and limited research project, which will include a 4-5 page formal report of the research and a presentation to the class. This will be conducted in 3 parts. A rough draft – Due Oct. 27(15 points), a final draft – Due Nov. 24 (15 points) and a project presentation that will be presented on Dec. 12 (20 points).

**Grade Components: Grading Scale:**

Annotated Readings.….....................5%

Class Prep. (HWK)….........................10% 100-93=A 92.99-90=A-

## Experiential Learning...................10% 89.99-87=B+ 86.99-83=B 82.99-80=B-

## Peer Leader Meeting....................... 5% 79.99-77=C+ 76.99-73=C 72.99-70=C- Essays………………………..................20% 69.99-67=D+ 66.99-63=D 62.99-60=D-

## Mid-term (rough draft )………………..15% 59.99-0=F

## Final Paper……….…………………………..15% More than 5 absences=F

## Final Exam (Voice Project) …...........20%

**Baylor University Policies**

**A note on academic integrity:** Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Instances of plagiarism or any other act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. As a Baylor student, I expect you to be familiar with the Honor Code at: <http://www.baylor.edu/honorcode/>

**A note on academic success and office hours:** I believe every student who has been admitted to Baylor can be successful. Be sure to take advantage of the many resources available for academic success. Students who regularly utilize the resources in the Paul L. Foster Success Center (http://www.baylor.edu/successcenter/) are among my most successful students. If your academic performance in this class is substandard, I will submit an Academic Progress Report to the Success Center so that the team of care professionals can ensure that you get the help you need. One of the best ways to take full advantage of learning in my course is by coming to my office hours. I look forward to guiding you in your academic pursuits!

**A note on getting help:** Many students struggle academically in one or two courses in any given semester. If this occurs, consider the resources that are available to you. First, set up an appointment with me. If you need more help, try our free Spanish tutors. Finally, if you would like further assistance, contact the Success Center at 710-8212 or the Counseling Center at 710-2467. Any student who needs academic accommodations related to a documented disability should inform me immediately at the beginning of the semester. You are required to obtain appropriate documentation and information regarding accommodations from the Office of Access and Learning Accommodation (OALA). Contact Information: (254) 710-3605 - Paul L. Foster Success Center, 1st floor on the East Wing of Sid Richardson.

**Military Student Advisory**: Veterans and active duty military personnel are encouraged to communicate, in advance if possible, any special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to ask questions of the VETS Program Office at (254) 710-7264.

**First Generation College Students:** Baylor University defines a first-generation college student as a student whose parents did not complete a four-year college degree. The First in Line program at Baylor is a support office on campus for first-generation college students to utilize if they have any questions or concerns. Please contact First in Line at firstinline@baylor.edu, call 254-710-6854, or visit www.baylor.edu/firstinline to learn more about the services available.

## Sexual and Gender-Based Harassment and Interpersonal Violence Policy: Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. If you or someone you know would like help related to an experience involving sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these type of prohibited conduct, please contact the Title IX Office at (254)710-8454 or report online at [www.baylor.edu/titleix](http://www.baylor.edu/titleix). The Title IX office understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options if you contact the Title IX Office. You will not be required to share your experience. If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately. For more information on the Title IX Office, the Sexual and Gender-Based Harassment and Interpersonal Violence policy, reporting, and resources available, please visit the website provided above.

**Course Schedule:- Tentative**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading/Video Assignments Due** | **Other assignments** |
| Aug. 25 | What will you learn in this course? Why is this course important? |  |  |
| Aug. 27 | Voice Project overview – Class will be held in Moody Library 104 |  | Chose voice project topic with partner (due via email by Aug. 28) |
| Sept. 1  | Library Tour – Meet in **Moody Library Foyer (Near Starbucks)** |  | Late Night Assignment due via canvas by midnight |
| Sept. 3  | What is Identity?  |  | Identity Assignment due |
| Sept. 7 | How does your identity influence who you are? | Read “What Most Influences the Self-Identity of Americans?” – Barna Group |  |
| Sept.10 | What are Stereotypes?  | Read Where Bias Begins – Psychology Today |  |
| Sept. 15 | Stereotypes continued.  | Read an excerpt of Eric Liu’s book “The Accidental Asian” |  |
| Sept. 17 | Reflections on Identity |  | Core Identity Assignment due |
| Sept. 22 | Study Abroad/Missions Large Group | Go to Bobo Spiritual Life Building for class today |  |
| Sept. 24 | What is Culture?  |  |  |
| Sept. 29 | How does Culture Develop? What types of culture are there? | Read excerpts of “Exploring Culture: Exercises, Stories and Synthetic Cultures” |  |
| Oct. 1 | Communication across cultures | Read “[Japanese get word on high to drop the formality”](https://www.nytimes.com/2003/10/30/world/japanese-get-word-from-on-high-drop-the-formality.html) article |  |
| Oct. 6 | What does multiculturalism mean?  | Read excerpts from “Third Culture Kids: Growing up Among Worlds”  | International Student Interview due  |
| Oct. 8 | How do cultural movement’s impact society?  |  | Article on a social/cultural movement and how its impacting society due  |
| Oct. 13 | Reflections on Identity and Culture  |   | Essay #1 Identity and Culture due |
| Oct. 15 | Large Group – Student Success Day  | Go to Student Foundation Building for class today | Must have 30 minute meeting with Peer Leader by Oct. 15 |
| Oct. 20 | What is Power? | Read “Power and Leadership” by Lunenburg and Leadership as a Function of Power by Yukl |  |
| Oct. 22 | Who has Power and Why? |  | Voice Project paper draft. Due by midnight October 27th  |
| Oct. 27 | Social Capital and Power | Read OECD Report “What is Social Capital”  |  |
| Oct. 29 | Cultural Capital and Power | Read Wildhagen article “Capitalizing on Culture: How Cultural Capital Shapes Educational Experiences and Outcomes” |  |
| Nov. 3 | Perspectives on Changing Global Power | Reading**:** Global power is shifting. Is it the end of multilateralism? |  |
| Nov. 5 | Reflections on Power |  |  |
| Nov. 10 | Voice Project Day  |  | Bring voice project materials to class |
| Nov. 12 | In terms of daily living, what are resources and how do they affect our lives? | Read various chapters of “Where am I Wearing” by Kelsey Timmerman |  |
| Nov. 17 | What is resource distribution (economically speaking)? | Read “The Ballot or the Wallet” – The Economist  |  |
| Nov. 19 | What is gentrification? What is its impact of Food Deserts? Where do we see this in Waco? | Read ‘Hoping for Homes’– Waco Tribune, ‘Elm Avenue Overhaul’ – Waco Tribune. | Final Voice Project Paper Due by Nov 24th at midnight.  |
| Nov. 24 | Voice Project Day  |  | Students do not have to come to class this day.  |
| Dec. 1 | How do resources factor into poverty and inequality? | View TED Talk: How equal do we want the world to be? You’d be surprised.  |  |
| Dec. 3 | Reflections on Power and Resources  |  | Essay #2 Power and Resources due |
| Dec. TBA | Final Exam TBA | Voice Project presentation | Send PowerPoint to instructor 24 hours before final exam |