

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ANTH/IED 260

Course Title: Culture Survey for Study Abroad

Year: 2023-2024

Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Provides a full cultural immersion experience via a short term study abroad trip to a non-U.S. culture, such as Guatemala, Nicaragua, Ecuador, as well as other regions of the world. Students are guided to practice cultural relativism using a holistic approach thereby broadening their global perspective. They practice hands-on ethnographic research methods such as interviewing, observing, and reflective journal writing. Cultural focus areas that are examined include indigenous lifestyles, health care, family structure, gender roles, religion, human rights, and globalization. Pre and post-trip work is required. Students meet during the semester preceding the trip. ANTH/IED 260 fulfills the SUNY General Education Other World Civilizations requirement. Significant additional costs. Scholarships available. Co-requisites: Designed as part of a six credit Learning Community, the course can be offered with courses such as BIOL 116, HSTY260, HLTH 216, ENGL 250, ENGL 149 Transformative Travel Writing, etc. An interview and permission of instructor(s) are required. Cross-listed with ANTH 260. IED 260 fulfills the SUNY General Education Social Science or Other World Civilization requirement. Prerequisites: MATH 090 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing; ANTH 201 or ANTH 202, and language speaking skills of destination country are recommended. 3 Cr. (1 Lec., 6 Lab.) Occasionally.

Course Context/Audience

This course is designed for a study abroad trip and can be part of a Learning Community. This class may be available to community members. Please see details under individual trips. This course is intended for any student interested in a full cultural immersion experience with a high level of interaction with local people. The experience prepares students for citizenship in a global society. A student can use the course to satisfy the SUNY General Education Other World Civilizations requirement. In addition, the course can be used to fulfill a TC3 Social Science, Liberal Arts, or an Unrestricted Elective requirement.

Physical/Psychological Demands

The trip that accompanies this course requires students to have strong health, willingness to walk long distances, and carry all their own belongings. Students need to meet with their doctor for a pre-trip checkup and immunizations. Students need to meet with instructors before the course for a screening interview to see if the course is a good match. Culture shock will be discussed in pre-trip class session.

Basic Skills/Entry Level Expectations

Writing: WC College-level writing skills are required. See course prerequisites for details.

Math: M2 MATH 090 if required by placement testing

Reading: R3 Prior completion or concurrent enrollment in RDNG 116 if required by placement testing

Course Goals

As a result of taking this course students will:

1. Broaden her/his worldview via a full non-U.S. cultural immersion experience.
2. Practice cultural relativism via a holistic approach and begin understanding the culture from the local peoples' perspectives.
3. Examine the given historical context and the impact of Western culture on developing nations.
4. Practice anthropological research methods including interviewing, observing and reflective journaling, and written a research assignment(s).
5. Develop some foreign language skills through self study, conversation in class and practice in the field. In addition students need to develop nonverbal communication skills.
6. If available, participate in a Service Learning project while in country.
7. When feasible, students will present their cultural learning experience with groups back in the U.S. on and/or off campus.

Course Objectives/Topics

Objective/Topic	% Course
The course will help the student to broaden his/her understanding of a culture via full cultural immersion.	50%
The student will develop an understanding and practice ethnographic research methods via interviewing, observing, and journaling.	40%
The student will learn how to apply anthropological concepts such as cultural relativism and a holistic approach.	50%
The student will engage with the local community and if accessible, students will engage in Service Learning.	40%
The student will be expected to research at least one cultural focus area (e.g. family, health care, art, human rights, religion, etc.) both in-country and through background research.	40%
The student will learn how to navigate academic sources including the TC3 databases for conducting pre-trip background research on the culture and chosen focus area.	20%
The student will practice collaboration with fellow students in travel, discussion, and research.	80%
Note: Because student mastery of the knowledge, skills and understanding of individual objectives overlap, the sum of the amounts of class time assigned to each objective exceeds 100%.	

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students study the history and culture of a non-US mainstream culture. Readings will be provided in class and students will conduct independent research as well. This didactic learning deepens the students' experiences in-country and allows them to engage in critical thinking. (e.g.: Identify a chronic health issue and examine the causes and cultural beliefs related to health and wellness.)</p> <p>Through primary observations and face-to-face interviews students will be able to integrate their academic learning with the information they are presented "on the ground". Students work with local people in many different sectors of society to gather insight into their perceptions and belief systems. (e.g. community leaders, women of childbearing age, nurses, indigenous healers, artisans, social workers, and teachers.</p> <p>Students may learn of a community-identified need and assist in problem solving. Students may work side-by-side with locals on a given community project. For example, they may assist in creating health education modules, work on clean water solutions, and support communities or families and children with identified issues.</p> <p>"Reflective Journaling" is employed as a method of self-awareness and active transformation. This coupled with group "Reflections," scheduled throughout the trip, deepens each person's ability to analyze their own and others viewpoints.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Traveling to another country as part of one's college experience will change a student's awareness of the world he/she lives in. Through active engagement in another culture students identify geographic, political, economic, and social influences.</p> <p>Through working with organizations in areas such as in community development, health care and education, political action and with individual families, students are able to compare and contrast their own lives (and culture) with that of the people in another society.</p> <p>Recognizing the economic differences small groups of U.S. citizens have and the impact of American dollars abroad; student(s) gain a new insight into their actions.</p>

Instructional Methods

The majority of this course will take place within a non-U.S. culture. Pre-trip preparation includes readings, lectures, movies, seminar style discussions, mini assignments and language practice. In country, students will observe, interview, and take field notes. Students write daily entries in their reflective journals and also share these reflections in the group debriefing sessions. As can be arranged, according to the particular site and country, students will work with local

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communities on needs that the community identifies- this can be a service-learning project. For example, this could be outpatient primary care health clinics, basic first aid course, clean water projects, reforestation, a building project, or education. Observation sites may include local villages, health care settings, local NGO's, universities, and local homes. One or more written research assignments/ reflective essays in which students explore a specific cultural focus area and present their findings to the class is recommended. Students should be required to meet pre and post-trip in class. A post-trip presentation to a group in TC3 or community group is encouraged. See suggested assignments below.

Methods of Assessment/Evaluation

Method	% Course Grade
Written Research Assignments/ reflective essay/ or Visual Presentation	20-30%
On-site hands-on Participation in-country	20%
Reflective journal entries	10-20%
Short assignments and in-class participation/ exercises (group sessions, daily discussion, pre and post trip)	20%
Language prep (e.g. in Library language lab/ practice class conversation), depends on country of destination)	0-10%
Presentations- in class or outside of class: Post trip presentation on campus or to a local community group is encouraged	10%

Text(s)

To be determined by instructor. If appropriate, the instructor should consult with his/her learning community teaching partner.

Bibliography

Thinking Anthropologically: A Practical Guide for Students, Philip Carl Salzman and Patricia C. Rice, eds., 1st Edition, © 2004 Pearson Prentice Hall

Writing Ethnographic Fieldnotes. Robert M. Emerson, Rachel I. Fretz, Linda L. Shaw: Recent edition, The University of Chicago Press.

Lonely Planet Guide- recent edition (for designated country of travel)

Academic Journals

1. Cultural Anthropology: Journal of the Society for Cultural Anthropology. American Anthropological Society
2. Teaching Anthropology: The Society for Anthropology in Community Colleges.

NOTE: Professors will develop their own reading lists depending on the destination culture. Here are two examples.

Bibliography- Guatemala section

The TC3 library has a number of books that focus on the Maya Civilization.

Maya Children: Helpers at the Farm. Karen L Kramer, 1st edition, © 2005, Harvard University Press.

The Rise and Fall of Maya Civilization. Eric Thompson, © 1967, University of Oklahoma Press.

Refugees of a Hidden War. Beatrice Manz, © 1988, SUNY Press.

Gift of the Devil: A History of Guatemala. Jim Handy, © 1984, Between the Lines Press.

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I, Rigoberta Menchu: An Indian Woman in Guatemala, Rigoberta Menchu, and Ann Wright, Latest Edition, © 1984
Monthly Review Press

Guatemala Scholar's Network- Quarterly Newsletter

Bibliography- Nicaragua section

Dario, Rubin: Selected Poems

Freire, Paulo. Pedagogy of the Oppressed. Continuum, New York, 2004.

Galeano, Eduardo. Open veins of Latin America.: five centuries of pillage of a continent, 25th ANV ed. Monthly Review Press, 1997. (Selected chapters)

John A. Booth, Christine J. Wade, and Thomas W. Walker. Understanding Central America: Global Forces, Rebellion and Change, 5th ed. Westview Press, 2009. (Selected chapters)

Kinzer, Stephen. The Blood of Brothers, Life and War in Nicaragua. G.P. Putnam's Sons, 1991 (Selected chapters)

Werner, David. Where There Is No Doctor. The Hesperian Foundation, 2010

Other Learning Resources

Audiovisual

The TC3 Language Lab

There is a multitude of DVD and other media resources on international health via Cornell and TC3.

Coffee, Corn, and the Cost of Globalization. DVD and Video, © 2004, MCC Production

Check with the media desk for an updated list of DVD collection.

Electronic

Format includes the use of online discussions, links to articles, and databases.

ANGEL access required

- Many TC3 library databases, including Academic Premier, Proquest, Science Direct, among others, will provide access to journal articles in this area.

Other

The TC3 library has a number of books that focus on the history and culture of Latin America and other non-US cultures.

In class lecture, assigned readings, guest speaker(s), and basic assessment with history taking.

On site cultural immersion including guest speakers, visiting museums, and working with local communities.