Ethical Global Citizenship
Independent Study
MGMT 400

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Required Texts:
- Keirsey Temperament Sorter II Classic Individual Report – take the test on-line at www.keirsey.com (for $14.99) and print out or save to your computer.

This course is a preparation course for the interdisciplinary, 10 credit, faculty-led study abroad and service learning* experience titled “Building Bridges with Rwanda”. Students will participate in both classroom and applied learning opportunities that include: pre-trip orientation, group instruction, reading, writing and critical reflection assignments, learning from and with indigenous knowledge sources, cross-cultural service and immersion activities. This course is designed to enable students to get the most out of their international experience by developing their knowledge, skills and values and their application in an intercultural context.

*Service learning is defined as a “course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1995).

Course Objectives and Assessment

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<thead>
<tr>
<th>Objective</th>
<th>Assessment Method</th>
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<tr>
<td>o Ability to identify elements of equitable international partnerships, how they come about and are nurtured and sustained</td>
<td>Fieldwork project, Global Media project, Written Critical Reflection</td>
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<td>o Increasing ability to analyze, synthesize and apply acquired knowledge of current global issues at the community level.</td>
<td>Fieldwork project, Global Media project, Book of questions, Written Critical Reflection, Social Action Project plan</td>
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<td>o Ability to participate and collaborate in learning and service within a minimally structured environment, building relationships with Rwandan collaborators in a respectful way, contributing to a future and ongoing program.</td>
<td>Fieldwork project, Self-Assessment Assignment</td>
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<td>o Ability to practice critical reflection and inquiry in order to increase understanding of academic and cultural learning, as well as an understanding of self and what it means to be from the U.S. in a foreign land.</td>
<td>Fieldwork project, Global Media project, Written Critical Reflection, Book of questions, Social Action Project plan</td>
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<td>o Ability to successfully and actively live and contribute in a global society</td>
<td>Fieldwork project, Self-Assessment Assignment, Global Media project, Book of questions, Social Action Project plan</td>
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Evaluation:
The Spring Independent Study course will be graded Satisfactory/Non-satisfactory. However, assignments submitted as part of the Spring course will contribute to your grade for the Summer course. Required for a Satisfactory grade for the Spring course are the following:

- Completion of the Self-Assessment Assignment
- Initiation of the Global Media Group Project
- Initiation of the Book of Questions assignment
- Participation in team development meetings throughout Spring quarter, including the Team Retreat

Below is a break-down of how each assignment will be calculated to determine your final grade for the Summer Session:

Service Learning Fieldwork 50%
- Professionalism, Participation and contribution 30%
- Written Critical Reflection Papers 20%

Global Media Group Project 15%
Book of Questions 15%
Social Action Change Project Plan 20%

Letter grades will be assigned using the following percentages: A=93-100, A-=90-92.9, B+=87-89.9, B=83-86.9, B-=80-82.9, C+=77-79.9, C=73-76.9, C-=70-72.9, D+=67-69.9, D=63-66.9, D-=60-62.9, F=0-59.9.

### Preliminary Schedule

<table>
<thead>
<tr>
<th>Outline</th>
<th>Date</th>
<th>Meeting Time/Place</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Independent Study and Pre-travel meetings</td>
<td>April 13th</td>
<td>3:30-5PM WL 268</td>
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<td>Begin Global Media Project</td>
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<td>May 4th</td>
<td>5PM Guemes Island Resort</td>
<td>Remen &quot;Helping, serving or fixing&quot; Papi &quot;Voluntourism&quot;</td>
<td>Begin Book of Questions</td>
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<td>May 5th</td>
<td>All Day Guemes Island Resort</td>
<td>Kinzer &quot;A Thousand Hills&quot; Maathai “The Challenge for Africa” Chapter 1</td>
<td>Self-assessment Assignment Due</td>
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<td>May 6th</td>
<td>Morning Guemes Island Resort</td>
<td>Guest Speaker George Oromo</td>
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<td>June 8th</td>
<td>TBD</td>
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<td>Global Media Project Background Report Due</td>
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<td>June 19th</td>
<td>TBD</td>
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<td>Written Critical Reflection</td>
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<td>June 20th</td>
<td>TBD</td>
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<td>Written Critical Reflection</td>
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<td>Global Media Project Due</td>
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<td>Travel Time</td>
<td>June 23rd</td>
<td>Gashora, Rwanda</td>
<td>Written Critical Reflection Assignments</td>
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<td>July 27th</td>
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<td>Book of Questions</td>
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<td>Social Action Project Plan Due</td>
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<td>Post-travel</td>
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<td>July 27th</td>
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<td>Book of Questions Due</td>
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<td>TBD</td>
<td>Fall Quarter</td>
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<td>Potluck Social</td>
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<td>Social Action Project Updates</td>
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Summer Course Service Learning Field Work
The primary focus of the Spring Independent Study is to prepare students for the Summer Service Learning Fieldwork experience. For 4 weeks, you will be a part of a small group of students and faculty working with The Gashora Integrated Community Development Program (GICDP) located in Gashora, a small village approximately 30 miles from the Rwandan capital of Kigali. In order to maximize the learning of the experience, two parts of this experience will be graded as follows:

Professionalism, Participation and Contribution
This experience will be fluid and collaborative, and the actual content of this experience will depend greatly on how your own individual interests mesh with the GICDP. Therefore, your professionalism, contributions and participation in this program are critical in the success of not only your own experience, but also the current and future partnership with the GICDP.

Contributions should be positive and take into consideration the learning of the entire class. Any actions that impede the learning of yourself or other class members will adversely affect the professionalism, participation and contribution grade. Outstanding participation would be characterized by the following behaviors:
- initiates information relative to the experience and any topics discussed.
- demonstrates a commitment and understanding of the importance of respecting the culture, norms, and expectations of the community we visit.
- shows excellent listening by remaining on the "same page" as rest of class through comments.
- brings up questions that need to be further explored.
- clarifies points that others may not understand.
- draws upon personal experience or personal opinion.
- offers relevant, succinct input to discussions.
- demonstrates ability to apply, analyze, and synthesize course material.
- demonstrates willingness to take risks in attempting to answer unpopular questions.

Students will get feedback on their professionalism, participation and contribution on a regular basis, and in any event at least weekly, during the 4-week fieldwork experience.

Written Critical Reflection Papers
Students will write a number of critical reflection papers throughout the 6-week term before and during the 4-week fieldwork experience. Each critical reflection paper will be based on a prompt provided by the instructors. Reflection papers will be evaluated on content (40%), reasoning and insight (40%) and writing quality (20%).
Global Media Group Project

Learning about a region or country before you visit is an important part of preparing to be a responsible traveler. There are many ways to approach this task. For this assignment, you will work in groups of 3-4 to research Rwanda and the GICDP. You must use multiple sources of media to learn about this region or country.

Goals of the project:
- Identify key areas of knowledge needed when traveling in this region or country
- Become a critical consumer of media by exploring current issues in a region/country from various perspectives, local and global
- Share your media investigation and analysis skills with your colleagues – learn from each other how to seek out relevant media sources and be astute media analysts

Your group will submit two reports, a Background and a Final Report.

Background Report
The Background report consists of two sections: “nuts and bolts” and “overview of current issues from multiple perspectives.”

A. Nuts and Bolts: – due date June 8th, 2012
What are the key facts that are relevant to traveling in this country or region? These include, but are not limited to:
- Language(s)
- Currency
- Population (and how it is changing or not)
- Political structure
- Transportation and communication systems (consider rural and urban)
- Education system (including how many attend, male and female, rich and poor)
- Health delivery system
- Major health issues
- Economic conditions
- “Development” issues - % with access to clean water; electricity; etc.
- Major industries (Exports?)
- Major sources of food (Staples –What are they? Are they produced locally or imported?)
- “Culture”
- Family structure
- Other facts you think are relevant

What is the history of this region or country? Included might be:
- Conflict (historical and current)
- Politics (including recent or upcoming events)
- Leadership
- Colonialism
- Economic conditions
- American foreign policies related to, or other American involvements in, the area
- Perceptions or critiques of American policies or culture by people from the area
- Other historical facts you think are relevant.
B. Organized record of current issues:
The remainder of your background report should include an organized record of your media analysis collected.

- What are the current issues facing this region or country? Use a variety of media sources to explore these, including (but again not limited to):
  
  **a) Local news sources**
  Your group should find and follow at least three local/regional news sources, if not more. This can include on-line newspapers / radio broadcasts / blog sites written by local voices (so this would not include a Peace Corps Volunteer, for example). Try to be broad, including, for example urban and rural voices, different tribal representations, different political views. Get help from a librarian if necessary.

  **b) Global news sources**
  This can include those from U.S.A., European countries, regional neighbors of your area, Asian / Arab news sources, other interested countries. When you consider sources from the U.S.A., look for variation, such liberal and conservative viewpoints. Also consider the Diaspora of people from your region now living as expats in the U.S.A., UK, etc.

  **c) Other sources that would present a particular slant**
  - Tourism sources (originating within the region and also as portrayed from outside the region)
  - Business sources
  - Academic sources
  - Human rights organizations
  - Government sources

  **d) Any additional sources you feel are relevant**

  "How-to" guide:
  - Each individual group member should select and follow at least FIVE news sources, from a variety of the categories listed above (local news, global news, etc), and follow the same source over time. Each group will be following at least 15 different sources of news from different perspectives.
  - Check the site / newspaper/ etc several times a week – daily if possible. Keep a record of the main issues and how they change. The value of following a single source – like the New York Times – over time is that you will see how their coverage of your region changes and what kinds of issues are deemed “newsworthy.” Sites that don’t change their coverage often (such as a human rights organization) are important to include, but be sure that you have several information sources that are continually updated so that you can follow change over time.
  - Compare and contrast coverage from different news sources. Are there differences in the types of stories, facts, or opinions they focus on? How do they differ in their interpretative framing? What kinds of cultural or ideological contrasts can you detect? From whose perspectives are the stories written? What kinds of political or economic motives might have influenced the stories?
  - Your group should devise a way to document your information using a spreadsheet or table (or anything else you decide upon); you might divide your analysis by news source, or by issue; this is up to you and your group. Presentation of your data is a major part of what you will be doing, so spend time thinking of a creative, informative way to do this.
What you will submit as a Final Report:
The Final Report will include the background section, Part A (nuts and bolts) and Part B, your organized data collection. Include a comprehensive list of your news sources (created like a reference section, if you like). It will also include a critical analysis of the material you have collected and a final reflection or conclusion.

Although you will divide your research among group members, your compiled results need to read as a cohesive, well written document, edited into a single report. Do not plagiarize. Paraphrase information in your own words and always use quotations marks if you are directly quoting. Reference all of your sources. Your organized record of current issues should be presented in a clear and thoughtful fashion. It needs to be more than a laundry list of issues. What emerged as the main issues and how did this vary across sources?

**Final report, due June 20th, 2012** should include the following:

- Your “Nuts and Bolts” section, revised per instructor feedback.
- A written summary of your findings regarding the main data sources, including any graphics, pictures, or other visual illustrations of information you feel necessary
- A critical analysis section
- A final reflection / conclusion

The entire paper is likely to be over 15 pages
Book of Questions:

Rainer Maria Rilke, a German writer in the early 20th century, wrote a letter to a young poet, urging him "to be patient toward all that is unsolved in your heart and to try to love the \textit{questions themselves} like locked rooms and like books that are written in a very foreign tongue. Do not now seek the answers, which cannot be given you because you would not be able to live them. And the point is, to live everything. \textit{Live} the questions now."

While in Rwanda you will be exploring a theme or idea that you are curious about. You probably already have generated some questions about this theme or idea through the readings and our class discussions. By the beginning of summer term you should have a solid idea about the theme or idea you’d like to explore.

Begin to collect these questions in a \textit{Book of Questions}. This book should help you (and your instructors) think about what you hope to learn over the summer term. The questions should capture the important themes and the topics you are still curious about or provoked by. Start your \textit{Book of Questions} with questions that are raised during the Spring class: questions from the readings, the class discussions, current events and news items, and your own experiences related to your theme or idea.

As we travel together in Rwanda, you will add questions that arise from our new readings, from our interactions and conversations with those we meet, from your observations in the villages and schools, from the community experts who share their knowledge with us. Dig deeply for your questions; consider what it means to think critically, to move into a new culture, to listen well and to reflect deeply -- especially look for the questions that seem to have no easy answers.

Your \textit{Book of Questions} is a place where you can record those questions that keep bubbling up, those questions that come in out of the dark, those questions that continue to puzzle, intrigue, or madden you. You may find that some answers to your questions begin to emerge. You may find that a multitude of new questions arise.

The format of your \textit{Book of Questions} is up to you. You can make your own book, or use a small journal of some kind. Write your questions in any order; group them by themes, or importance, or chronology, or by some other means. Make them into poems, if you’d like. Make illustrations to go with your questions, if you’d like. Leave space around each question so that you can go back and add notes about what you learn that helps answer this question, and space for new questions that bubble up related to the first question.

By the end of summer term, your \textit{Book of Questions} should contain at least 50 questions (about 10-12 to guide your initial observations and at least one for each day we travel), but there is no upper limit. Your final ‘project’ for the term will be a reflective paper that illustrates what you have learned that helps you answer or complicate your questions and what new questions arise.
Social Action Project Plan:

Your social action project plan is your plan for how the fieldwork experience will influence and affect your behavior in the future. Your experience in Gashora gives you a different perspective on Rwanda, Africa, and the world. So your action plan should summarize how your perspective influences this particular project and beyond. Please outline your action plan as follows:

1. Executive summary: (1 page)
   a. Summary of the project and its purpose, setting the stage for the rest of the action plan

2. General description of the project including:
   a. Vision statement
   b. Mission statement
   c. Project structure
   d. Objectives – 1 to 2 years out
   e. History of project, why you chose this project

3. Action, Service and/or Product Description
   a. Detailed description of all actions, services and products provided as part of your project.
   b. Analysis of who else provides these actions, products and services
   c. Action strategy for your actions, services and products – a step-by-step outline of what you will do to prepare for your project and ensure that your project is successful.

4. Operations Description
   a. Description of all physical assets, including materials, locations, people to help, etc. (often described as the “supply chain”) needed to accomplish your project from beginning to end.
   b. Description of how you will obtain these necessary assets

5. Financial Plan
   a. Detailed budget for Project (if necessary, 1-2 years out)
   b. Description of how budget amounts were determined

6. Conclusion (2 pages)
   a. Summarize how your action plan relates to the UN Millennium Development Goals. Discuss each goal that your project addresses.
   b. Discuss your current and future role as a global citizen. How will you help achieve these difficult and worthy goals, not only through your project, but in your future career beyond graduation?
Expectations of Class Members:
Expectations are that each of us will participate as an equal partner in the in-class and fieldwork learning experience. As partners, we welcome your feedback and suggestions about how to improve the learning environment. All class members are expected to:
- Exhibit academic honesty
- Show respect and consideration for other students, the instructors, community partners, and any other individuals we interact with,
- Remain silent when others are speaking,
- Be on time,
- Treat others as you would wish to be treated,
- Contribute to the learning of other class members,
- Ask questions when you do not understand the material, the assignments, or anything else in class.

Academic Honesty Policy:
Any case of academic dishonesty will result in a grade of F for the course. This action is allowed by Academic Dishonesty Policy and Procedure as described in the WWU Course Catalogue (see Appendix D). I expect that you know and understand these policies and procedures. If there is any doubt about their meaning and interpretation, ask for an explanation.