

Semester in Rome

Book Discussion Syllabus (HMN 491)

Cultural Perspectives

Instructor

Kristen Snyder

Course Description

The discussion of *Cultural Perspectives* is designed to challenge students' perception and understanding of the culture that they grew up in and the culture they now find themselves while in Rome. The discussion will prepare students to consider their role in shaping and transforming the culture around them as Americans and Christians as they experience various aspects of culture including, but not limited to: culture shock, politics, religion, and the differences between American and European social behaviors and practices. The discussion will also help students to understand how they too are being shaped and transformed by their time in Rome.

Credit

1 hour of credit

Course Objectives

In order to accomplish the goals of the course and of the Semester in Rome experience, the student will...

- Define and critique the concepts of culture and what or who it is that constructs the idea of culture.
- Understand how their own life experiences shape their perception of culture and how they participate in culture as a whole.
- Gain a deeper understanding of how their relationship with Christ affects how they interact with the world.
- Appreciate the differences in the world's cultures and understand how God is the Creator of all things.

Required Course Materials

Text:

Crouch, Andy. *Culture Making; Recovering Our Creative Calling*. Downer's Grove: InterVarsity Press, 2008.

Edmunson, Mark. "Citizen's of the World, American Style." *The Chronicle of Higher Education* 55.18.(2009) : B10. Print.

Steves, Rick. *Travel as a Political Act*. New York: Nation Books, 2009.

Steves, Rick. *Europe Through the Back Door*: 2001. New York: Avalon Travel, 2010.

Websites: <http://www2.pacific.edu/sis/culture/>

Course Schedule and Assignments

Description	Reading/ Assignment	Week Due
Course Introduction	Crouch, Chapter 1	1
Culture Shock	Culture shock website, <i>Cultural Differences due</i>	2
Preparing to travel	<i>Back Door</i> , 68-131, 164-184,	3
Leaving the Ugly American behind	<i>Back Door</i> , 421-447	4
Ugly American		5
Break discussion		6
What's New?	Newspaper, <i>Capturing culture due</i>	7
Attitudes: Alcohol and drugs	<i>Political Act</i> , Chapter 7	8
The body: through the eyes of Europe and America	<i>Political Act</i> , Chapter 3: 72-76	9
Heading home	<i>Political Act</i> , Chapter 9	10
Culture Making	<i>Culture Making project due</i>	12

Assignments

Cultural Differences:

Where we grow up and how we are raised will inevitably affect who we become and how we view the world around us. When we travel or live abroad we see the differences in our cultures much more clearly than if we were to merely read about another culture. Describe what cultural differences you have seen between the United States, your family's culture, and Rome thus far. The paper should be no longer than 500 words, double-spaced, and typed.

Capturing culture:

As we have discussed culture and our role in making it, it's time for you to document your involvement in culture. For this assignment you will bring a photograph of yourself from break engaging/making culture in wherever your travels have taken you.

Culture Making:

Now that you are familiar with the concepts of culture as well as have experienced a new culture during your time in Rome, it's time for you to participate in making culture. Get creative! You can submit anything from a drawing, to a short story, to making a meal, to a photo essay so long as you can explain how, through it, you're making culture. You will present your final product briefly on the last day of class.

Grading Criteria

Students will be evaluated based on their participation in class discussions and the assignments that they submit throughout the semester.

Participation: Students are expected to actively participate in classroom discussions and their grades depend on the level of their participation. Students who demonstrate active participation will actively support, engage, and listen to peers, make comments that advance the conversation, come to class prepared for the discussion, and play an active role in the discussion. Students who demonstrate these characteristics will earn a grade of 'pass' in the participation component. Students who do not interact with their peers, who make comments outside of the current discussion or comments that detract from the conversation, who are unprepared for class, and who do not play an interactive role in the discussion will earn a grade of 'fail' for the participation component.

Assignments: Assignments will be graded as either pass or fail. Students who complete and submit their assignments by the due date and complete them satisfactorily will earn a grade of 'pass.' Satisfactory work is deemed as work that is free from excessive grammatical/usage errors, is properly formatted, and is well written. Students who do not turn in assignments on time and whose work is unsatisfactory will earn a 'fail.' Unsatisfactory work is deemed as work that contains a large number of grammatical/usage errors, is not properly formatted, and is poorly written.

Policies

Academic Integrity

The instructor is committed to Geneva College's policy regarding academic integrity, as outlined in its college catalog, and expects all students to adhere to those policies. The instructor will not tolerate academic dishonesty in any form.

Attendance and Participation

Attendance at all discussions is expected. In addition to attendance, the instructor expects students to arrive on time so that our discussions can begin on time. Students should notify the instructor prior to class in the event of an anticipated absence and provide an explanation for any absence within 24 hours of a missed class. Additionally, the instructor expects that students arrive at class prepared to actively engage in class. This means that the student will have completed all assigned readings prior to class and come prepared to discuss the material covered so that they can engage in the discussion.

Students with Disabilities

If you have a documented disability that limits your academic performance, you should make an appointment with the instructor to discuss accommodations in light of the requirements of this particular course.

Student Grievances

Any student who is dissatisfied with the grade awarded for a course component or for the course itself should first take their grievance to the instructor. If the student is not satisfied with the instructor's response, they should take their concern to the program director (Dr. Jeffrey Cole). Only if a student is still not satisfied should he or she contact the academic dean. The decision of the academic dean in such matters is final. At each level, the student should expect to receive an explanation in writing. Such grievances must be initiated within 30 days of receiving the grade and should be documented in writing.