The Cultural Seminar is an academic course on the study of culture for all freshmen. All sections will ask students to explore their own culture and a culture different from their own and demonstrate understanding of a global issue from multiple perspectives. While all courses are on culture, each section uses a different topic through which students will study culture. Students will work on reading and oral communication skills and on information fluency skills; they will also be assisted by Orientation Mentors to help with their transition to college. The course will have several common elements: a common reading, common learning outcomes, a common oral exam and culminating assignment, and orientation and convocation experiences. The cultural seminar serves as a foundation course for four other cross-cultural courses in the General Education Program.

The Jews have existed for nearly 6,000 years, and during most of that time have been considered outsiders and often scapegoats by the majority populations in the countries where they lived. Their early history is told in the Bible, referred to as the Old Testament by non-Jews. Starting in 586 B.C.E. and accelerating in 70 C.E., Jews became dispersed throughout the entire world. It wasn’t until after the Holocaust, in which six million (approximately 40%) of the world’s Jews was killed, that their ancient homeland was restored to them in 1948. Since then they have had to fight constantly for their continued existence in Israel. Since the 19th and 20th centuries, they have also struggled against the forces of assimilation absorbing them into the surrounding cultures. No matter where they live Jews have always maintained their own languages, customs, ceremonies, holidays, beliefs, foods, and sense of humor, all of which have contributed to their sense of community and separateness. Exploring these cultural contexts will both help us understand what it feels like to be part of an often despised minority and will enable us to probe some of the questions that engage thoughtful people throughout their lives.

There will be no attempt by any member of the class to convert any other member of the class. While we may disagree with each other strongly on some points, we will do our best to understand our divergent points of view by discussing them openly and honestly.

**General Education Student Learning Outcomes and Assessment (90% of assessments)**

Upon successful completion of the Cultural Seminar, students will be able to:

1. Demonstrate understanding of similarities and differences between the student’s own culture and a different culture. (discussion, panel presentations, oral exam, and culminating assignment)

2. Demonstrate understanding of multiple perspectives of a global issue through the common reading and the course topic. (discussion, panel presentations, and oral exam)
3. Be able to express orally and in writing, with supporting materials, an understanding of the student’s own culture and a different culture. Develop and defend a position orally that demonstrates logical reasoning through discussion-based seminar and oral exam, a group presentation, oral exam, discussion groups analytical paper, and culminating assignment.

4. Demonstrate information fluency by gathering, analyzing, and synthesizing information using emerging technologies and traditional media:
   a. Demonstrate the ability to gather and integrate information from a variety of sources.
   b. Demonstrate the abilities to assess the credibility and to weigh the value of information from different sources.
   c. Communicate knowledge using emerging technologies.

5. Demonstrate familiarity with Carroll University policies, procedures, and support services that help to facilitate academic success through participation in the following required course components:
   a. Orientation: ITS and Library introduction sessions before classes start
   b. Two library sessions conducted by librarians and career counselors
   c. Check-in meeting will be scheduled during regular faculty office hours
   d. Short in-class presentation by Director of Student Success and Walter Young Center
   e. Other campus presentations

**Course Specific Learning Outcomes and Evaluation** (70% of assessments)

1. Develop analytical skills through questioning; close reading with attention to detail; and developing secondary, supporting sources.

2. Elucidate an idea or theory in writing and orally with careful organization and supporting detail. (5-page informative outline and conclusion focused on the Jewish experience in a specific country)

3. Work collaboratively on a team to enhance your learning experience.

4. Develop creative approaches to reading and reasoning.

**Required texts**

*Social and Cultural Anthropology: A Very Short Introduction* by J. Monaghan and P. Just

*The Chosen*, Chaim Potok

*My Name is Asher Lev*, Chaim Potok

*The Holy Scriptures*, According to the Masoretic Text, 1917 translation published by the Jewish Publication Society

**Evaluation**

Letter grades will be assigned according to these percentages:

- A = 93-100%
- AB = 88-92.9%
- B = 83-87.9%
- BC = 78-82.9%
- C = 70-77.9%
- D = 60-69.9%
- F = 0-59.9%

**Your grade**

(see below for detailed explanation of these components)

15% Oral Exam
20% Signature Assignment
10% Panel presentation on culture
20% Participation including discussion group focusing on Bible study questions, attendance, conferences, and class participation
15% Informative outline with sources quoted to support each point and your own conclusion of what this all means (5-7-p. with correct citation and Reference List)
10% Oral presentation of informative paper (with citation)
10% Final exam: TBD

Expectations of Students and Policies

* A key component of this course is an introduction to the culture of higher education, which is distinctly different from the culture of high school. Therefore, please review the policies outlined below and ask questions.*

1. Members of each group should sit together in class. Working collaboratively with your discussion section in and out of class will be necessary to earn a high grade since much of your grade is based on teamwork. Sharing responsibilities will make it easier for all. I encourage the groups to study, read, and attend events together.

2. Proper classroom decorum is required: courtesy and respect for fellow students and the instructor and OM are expected. We will be discussing ideas that are controversial and may be challenging to what students value and believe. It is important to focus on the discussion of ideas and not to make, or to think others are making, personal attacks. I want you all to feel free to share your ideas but not to monopolize the conversation or to imply by word or action that others are inferior or stupid.

3. Turn off and put away all electronic devices when you enter the classroom unless you are using them for note-taking; using them for Facebook, checking messages, texting, or playing games will affect your participation grade negatively. Please remove hats so I can see your face. And do not indulge in personal discussions or conversations when others are speaking.

4. You must keep up with the reading as set forth on the Reading Schedule or in oral assignments. Keeping up with the reading and taking notes on details, symbols, themes, etc., will enable you to engage in meaningful discussion. Note: a **reading journal** would be very beneficial, especially if you use it to note patterns in what you read. You should also keep your research, details and source information in it.

4. **Attendance** is critical since this is a discussion class. Two to three conferences will be scheduled throughout the semester with your professor and orientation mentor, and a missed conference counts as an absence. After 3 absences (the equivalent of a week), your grade will be adversely affected. I will also lower your final average 3 points for each additional absence. After 6 absences (the equivalent of two weeks), I may fail you in the class or request that you withdraw.

5. **Late work** will not be accepted unless I have given you prior permission for an assignment to be turned in late. All written work must be turned in in **hard copy**. I will not accept email submission except in special circumstances agreed upon before the work is due. When an assignment is four calendar days late it will receive an F or lower if turned in, 0 if not.

6. Missed quizzes cannot be made up. Their grade is 0.
7. **Academic Integrity**: Carroll has procedures to deal with academic misconduct. See the Student Handbook to familiarize yourself with this critical issue. I will deal with academic misconduct in this class in line with Carroll’s procedures, and *all* infractions will be reported. Sanctions may result in: a lower or failing grade on the assignment, a lower or failing grade for the course, or suspension from the University. Plagiarism, taking credit for the work or ideas of another, will result in a, F or 0 for the assignment or an F for the class depending on the severity of the infraction (see Notes below). Plagiarism is easy to avoid: always give credit for others’ ideas, words, graphics, etc. Seeking supporting information is smart, but it must always be documented *and should be used to help you develop your own ideas.*

**Assignments explained**

**Culture Panel discussion 10%** – Work together to develop the chapter assigned. Be sure to clarify your assumptions and to use specific examples to support your positions. I don’t want you to summarize the chapter. Instead point out important concepts and explain them in light of your own cultural lenses

**Oral exam 20%** -- You will have 10 minutes to discuss 2-4 questions about culture and human society. Questions will deal with “culture,” world issues, and your own culture. Use specific examples and professional vocabulary to support your ideas.

**Informative paper outline and conclusion 15%** – 5-7 p. (double-spaced, 10 or 12 pt., 6-in. lines). (Note: a page begins at the top of the sheet and covers at least three-quarters of the page.) Use in-text citation to support your outline points and furnish a source list (either MLA or APA style – see the Library page for reference format). You will research the life of the Jews in a given country from their earliest time there to the present using quotation and analysis to give a clear and honest picture (A minimum of five sources is required; no Wikipedia research is acceptable, although you may go there for a general overview. If you do, please list it on your Reference Page (failure to do that cost a student a severe plagiarism penalty not long ago) but do not quote it as an authority in the paper). You should acquire most of your information from scholarly databases as will be explained in a library session.

 Include your first draft outline (pre research) to show how your ideas change or become more complicated as you gather information. The final draft will be an outline with various sources quoted for each point to support and develop it. Cite appropriately. Complete the outline with a 1-2 page analytical conclusion that draws together your information to reveal a pattern or explain an outcome.

Grading rubric: An *A outline* has a significant thesis with serious, in-depth analysis and support from scholarly sources. Its organization is logical and compelling to the reader and has a fair-minded voice. The writer’s points are always clear and focused. The conclusion follows logically from your information and is well organized with good mechanics. The writer uses APA or MLA format correctly to avoid any hint of plagiarism.

*A B outline* is very good. It is similar to an A outline, but the organization and supporting data are slightly weaker. The voice is less balanced and clear. The conclusion is primarily a summary but includes some analysis. There are more minor grammatical and mechanical errors.
A C outline is adequate although weaker than a B outline in all areas, particularly organization, support and analysis, and the conclusion is a simple summary. There are significant mechanical errors.  
A D outline has a recognizable thesis but suffers from disorganization, weak development and explanation and serious citation and/or mechanical errors; while an F outline is inadequate in all areas.

**Oral presentation of research outline 10%** – Each student will give a 10-15 min. presentation of the interesting information about the country he/she researched. Remember that this class is about culture so explain the cultures of the country and the Jews who lived there. Give specific examples and relate any cultural similarities or differences to your own culture. A really good presentation will initiate discussion and questions from class members. Remember, sources must be cited appropriately with or without a PowerPoint.

**Discussion Group and Class Discussion 20%** -- On many alternate Fridays during the semester, half the class will meet with me as a discussion group. Two students will be responsible for leading the discussion in whole or part. The entire group is responsible for completing the preparatory assignments and participating meaningfully in the discussion. The leader needs to have thought more deeply about the material so that he/she can help guide the group to significant ideas and conclusions rather than merely answering the questions on the study quizzes. Discussion in the whole class will also count as part of this grade.

**Final Exam 10%** -- You will tell a Jewish joke and explain why it is Jewish in nature. A Jewish joke is one Jews would tell. Jokes about Jews being stingy or otherwise anti-social are Gentile jokes. We will discuss Jewish humor and see a movie that illustrates it.

**Signature Assignment 20%** -- 4-5 p. This assignment is a short critical reflection regarding how your ideas of culture have changed or developed during the course of the semester. You should focus on one activity or assignment in this class to demonstrate how your thinking has evolved. Pick something that challenged your thinking, created an “ah ha” moment, or helped you to develop a deeper understanding of culture. **Save this paper in your Gen Ed folder on your X drive and turn in a screen shot with the paper. It is worth 2 extra points. You will be asked to reflect on this paper in your senior year.** Refer to the section titled “General Education and Student Learning Outcomes” (p. 1-2) for addition clarification of this assignment.

**Notes:**
The instructor and the University reserve the right to modify, amend, or change the syllabus, course requirements, grading policy, etc., as the curriculum and/or program requires.

Students with documented disabilities, who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu. She will notify me of any accommodations you require.
The Carroll University Academic Integrity Policy is located in your student handbook (http://www.carrollu.edu/campuslife/pdfs/handbook.pdf). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask, but the general rule is: when in doubt, give credit.

Eternal Minority Syllabus -- KEEP UP

T 9/5 Orientation class and country list; Jewish culture discussion topics
F 9/8 What is Cultural Anthropology -- chapter 1; write 3-5 p. paper "Is Culture Natural or Created" with specific examples from your own and other cultures due Monday; (choose countries Have several choices)
M 9/11 paper due; chapter 2; Student Success visitor
W 9/13 bring list of 10 things (min.) that define your culture;(J topics: Shabbat, Israel, the Holocaust, holidays + customs + food, the Torah)
F 9/15 Library class #1

M 9/18 chapter 3; what is the difference between culture and society? (J topics: different types of Jews; the Messiah)
W 9/20 chapter 4: Panel A: marriage and family, Walter Young Center visitors (J topics: marriage, family values) Rosh ha Shona
F 9/22 chapter 5: Panel B: class, community, prejudice (J topics: Hillel, Bar/ Bat Mitzvah, prejudice, conversion, Jesus) Group 1 read Genesis and answer questions

M 9/25 chapter 6; Panel C: possessions, gifts, exchanges (J topics: tzedakah, mitzvah)
W 9/27 chapter 7: Panel D: religion/faith Yom Kippur (J topics: dogma, faith, personal responsibility)
F 9/29 Discussion Group 1 -- Genesis Group 2 read Genesis and answer questions

M 10/2 bring list of at least 5 things you know to be true; difference between knowing and believing
W 10/4 chapter 8; Panel E: gender roles; the self; soul Sukkot (J topics: gender roles; death, heaven, hell, the world to come, memory)
F 10/6 Discussion Group 2 -- Genesis Group 1 read Exodus and answer questions

M 10/9 Fiddler on the Roof
W 10/11 Fiddler cont.
F 10/13 Group 1 -- Exodus Group 2 read Exodus and answer questions

FALL BREAK 10/16-17

W 10/18 Library Class #2 -- Career
F 10/20 Group 2 -- Exodus Group 1 read Leviticus and answer questions

M 10/23 Demo Research Outline in class (you should be starting; oral reports begin soon)
W 10/25 bring list of at least 3 things from class that made you think more deeply about culture

 CCS 100 Section B, Fall 2017