CCS 100: CULTURAL SEMINAR | FALL 2017
Section Z—Love Birds: Cultural Representations of Love and the Natural World

Time & Location:  TTh 8:00–9:50pm, PIO A118

Instructor:  Dr. Ryan R Kangas  Orientation Mentor:  Alexandria Iversen
Office:  Shattuck Hall B30  Email:  aiversen@pio.carrollu.edu
Email:  rkangas@carrollu.edu  Phone:  815-904-3591
Office Hours:  M 8:30–11:30am

Course Description & Outcomes

Course Description & Prerequisites
The Cultural Seminar is an academic course for all new first year students. All sections will ask students to explore their own culture and a culture different than 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, on information fluency skills, and 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 signature assignment, and orientation and convocation experiences. The Cultural Seminar serves as a foundation course for other cross-cultural courses in the General Education Program.

This section of the Cultural Seminar will examine how a culture's understanding and expression of love reflects that culture's beliefs and values, focusing on the diverse ways that birds are used to represent love. We will watch and listen for love birds in literature, visual art, music, and dance from a variety of places (including Japan, Persia, and the United States), religious traditions (such as Buddhism, Christianity, and Islam), and time periods (ranging from classical antiquity to the present). Through close attention to the role of birds in such forms of cultural expression, personal observation of birds in our own environment, and class discussion of those experiences, we will pursue a deeper understanding of the ways people relate to each other, to other cultures, and to the natural world.

Prerequisite: None.

General Education Student Learning Outcomes (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.
2. Demonstrate understanding of multiple perspectives of a global issue through the common reading and the course topic.
3. Be able to express orally and in writing, with supporting materials, an understanding of the student’s own culture and a different culture.
4. Demonstrate information fluency by gathering, analyzing, and synthesizing information using emerging technologies and traditional media. Students will address the following:
   4.1. Demonstrate the ability to gather and integrate information from a variety of sources.
4.2. Demonstrate the ability to assess the credibility and to weigh the value of information from different sources.
4.3. Communicate knowledge using emerging technologies.

5. Demonstrate familiarity with Carroll University policies, procedures, and support services, which help to facilitate academic success through participation in the following required course components:
   5.1. Orientation Component: ITS/Library Introduction Session (right before classes start).
   5.2. Library session and Career session (during semester).
   5.3. Check-in Meeting with course instructor during regular faculty office hours.
   5.4. Short in-class presentation by Director of Student Success.
   5.5. Optional: Other campus presentations and activities will be offered for students and details shared with Cultural Seminar faculty. Faculty may require and/or include additional transitional elements as they deem appropriate, including Advising & Registration, Walter Young Center, Health Center, Student Organizations Fair, etc.

Course Specific Learning Outcomes (10% of Assessments)
Upon successful completion of this section of the Cultural Seminar, students will be able to:
   A. Read, watch and/or listen to cultural products in an active manner, striving to engage with the work especially when the work seems strange or difficult.
   B. Describe cultural products of various media (literature, visual art, music, dance, theatre, and cinema) using precise descriptive language and appropriate terminology.
   C. Interpret the meaning a work communicates about the nature of human experience.

Course Materials

Required Materials
COMMON READ:

SECTION-SPECIFIC TEXTS:
Haupt, Mozart's Starling (Little, Brown: 2017)

Activities & Evaluation

Attendance Policy
Class attendance will be taken orally at the beginning of every class period. Although attendance will not be an independent element in the student’s course grade, it will be factored into the Class Discussion grade as specified below. Additionally, after the equivalent of one week of absence, a student's grade will be adversely affected as specified below. The equivalent of two weeks of absence may result in failure of the class or being asked to withdraw. A student who is tardy or otherwise misses the taking of attendance must inform the instructor at the end of class or the student will risk being counted absent.
**Class Participation**
Students are expected not only to attend class regularly and punctually but also to be attentive when the instructor or other students are speaking and to participate actively in general discussion. When necessary, brief in-class writing assignments may used to generate discussion. Such assignments could include free writing in response to assigned readings, cultural products, or other topics pertinent to class discussion. Assigned reading/listening/viewing should be completed prior to the class period on which they are listed.

Students who are consistently attentive and participate voluntarily and actively in class discussion will receive the grade of “A.” Students who are attentive in class and who participate infrequently in class discussion will receive the grade of “B.” Students who are frequently inattentive or distracted (including by phones, tablets, or computers) and who are unable or refuse to answer questions will receive the grade of “C.” Students who create a distracting environment for other students or the instructor will receive the grade of “D” or “F.” If a student has more than two (2) unexcused absences for the course, the student's class discussion grade will be lowered by 1/2 of a letter grade (e.g. “A” becomes “AB”; “AB” becomes “B”) for each unexcused absence in excess of two. Three tardies constitute one absence.

*Assesses Student Learning Outcomes: 1, 2, 3, 5.1, 5.2, 5.3, 5.4, 5.5, A, B, C*

**Response Papers**
On a weekly basis, students will be asked to write brief 250 to 500 word responses to the assigned reading, listening, or viewing and to topics related to the course. The response papers will involve tasks such as abstracting the assigned reading in a critically engaged manner, offering a formal and/or contextual analysis of a cultural product, or responding to specific questions pertaining to the assigned reading/listening/viewing.

Response papers are intended to provide relatively frequent feedback to students regarding their understanding of the material, allowing students to discover areas of weakness without a large risk of a significant negative impact on their grade. To that end, assignments that are complete and show earnest engagement with the material (regardless of potential relatively minor errors) will receive the grade of “A.” Assignments that are complete but that contain a few substantial errors (especially demonstrating a lack of earnest engagement with the assigned reading) will receive the grade of “B.” Assignments that are only partially complete or that contain several substantial errors will receive the grade of “C.” Substantially incomplete assignments will receive the grade of “D” or “F” depending on the degree of incompletion. Assignments must be complete before class: because assignments are used primarily to facilitate in-class discussion, late assignments will not be accepted. The one (1) lowest response paper grade (including a zero received for not completing the assignment) will be dropped.

*Assesses Student Learning Outcomes: 1, 2, 3, A, B, C*

**Leading Class Discussion & In-Class Presentations**
In addition to general participation in class discussion, students (normally in small groups) will lead the class in both informal and formal ways throughout the semester. When leading class discussion (including in the context of presenting children's stories to the class), students are expected to have prepared open-ended questions that facilitate discussion among the class and to help guide the class toward an in-depth exploration of the ideas that the discussion leaders find the most interesting or relevant to the course. Successful facilitation also allows for the investigation of unanticipated
insights generated by the class. The students leading discussion will be assessed based on the quality of their preparation and the effectiveness of their methods in facilitating discussion in a responsive class—discussion leaders will not be penalized for an unresponsive class.

Students (normally in small groups) will also present cultural products found in the assigned listening, viewing, and reading to the class in a more formal manner. Such presentations will usually focus on analyzing a cultural product formally and contextually, communicating those analyses to the class, and helping to facilitate the class discussion that follows the presentation. Presentations will be assessed based on the engagement and insight offered by the analysis as well as how effectively the information was communicated to the class.

Assesses Student Learning Outcomes: 1, 2, 3, 4.1, 4.2, 4.3, A, B, C

Oral Exams
In the sixth week of the course, each student will take an individual ten-minute oral exam covering the Common Read (Social & Cultural Anthropology). The purpose of the Common Read and the Oral Exam is to provide an introduction to and a foundation for the study of culture. The questions asked on the exam and the chapters from Social & Cultural Anthropology to be covered on it will be provided in advance. The students' performance on the exam will be evaluated based on their understanding of culture, drawing connections to the course using specific examples, using academic language, and delivering the answers in an effective manner. Students can make-up missed exams only when the absence is excused (with documentation).

Assesses Student Learning Outcomes: 1, 2, 3

Signature Assignment
The signature assignment at the end of the semester is common to all sections of CCS 100 and is designed to reinforce the idea that all sections share the same learning goals, even if the content of the courses varies widely. In a critical reflection of 750 words, the student will look back on work over the course of the semester and select an activity that was particularly useful or interesting. Using that activity to demonstrate how intellectual development over the course of the semester, the student will reflect about changes from the beginning to the end of the semester and which aspect of the course helped encourage that development. Successful assignments will focus especially on ways in which the course and its activities helped promote an understanding of the similarities and differences between the student's culture and a different culture. CCS 100 Cultural Seminar is a component of the Pioneer Core and satisfies a cross cultural requirement. Students are required to upload their signature assignment to their Carroll University X Drive, in their “1-CCS100” folder, by the end of the term.

Assesses Student Learning Outcomes: 1, 2, 3

Group Project & Presentation
In self-selected groups of four or five, students will explore a topic related to the intersection of birds and love in human culture and will share their results with the class in a 20-minute presentation on 20 December 2017. Successful projects will explore a topic and cultural products not covered directly in class, pursue an understanding of cultural similarities and differences, involve all group members equally, and communicate information effectively to the class.

Assesses Student Learning Outcomes: 1, 2, 3, 4.1, 4.2, 4.3, A, B, C
### Course Grade

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<thead>
<tr>
<th>Assessment Category</th>
<th>Percentage of Grade</th>
<th>Percent Earned</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
<td>93–100%</td>
<td>A</td>
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<tr>
<td>Response Papers</td>
<td>15%</td>
<td>88–92.9%</td>
<td>AB</td>
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<tr>
<td>Leading Discussion &amp; Presentations</td>
<td>15%</td>
<td>83–87.9%</td>
<td>B</td>
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<tr>
<td>Oral Exam</td>
<td>15%</td>
<td>78–82.9%</td>
<td>BC</td>
</tr>
<tr>
<td>Group Project &amp; Presentation</td>
<td>20%</td>
<td>70–77.9%</td>
<td>C</td>
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<tr>
<td>Signature Assignment</td>
<td>15%</td>
<td>60–69.9%</td>
<td>D</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>0–59.9%</strong></td>
<td><strong>F</strong></td>
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### Course Schedule

#### WEEK 1

5 September **Orientation Meeting**

7 September **The Study of Culture: Ethnography**

*Reading:* *Social & Cultural Anthropology*, Chapter 1

#### WEEK 2

12 September **Culture and Nature**

*Reading:* *Social & Cultural Anthropology*, Chapter 2


*Due:* Response Paper on Chapter 2 of *Social & Cultural Anthropology*

*In-Class:* Mo Willems, *There is a Bird on Your Head!*

Office of Student Success Visit

14 September **Songs, Love & Bird**

*Reading:* Ted Gioia, “Birds Do It!” from *Love Songs: The Secret History* [Social & Cultural Anthropology*, Chapter 7]*

*Listening:* “Questlove Hearts Emojis” from *A Piece of Work* (6 August 2017)

The Knickerbockers, “Love is a Bird”

The Beatles, “Norwegian Wood”

Lynyrd Skynyrd, “Freebird”

They Might Be Giants, “Birdhouse in Your Soul”

The Magnetic Fields, “All My Little Words”

*Due:* Group Presentation on Assigned Song

#### WEEK 3

19 September **Library Session & Career Services Session**

*Note:* Meet in Todd Wehr Memorial Library, Room 105

*Reading:* *[Social & Cultural Anthropology*, Chapter 8]*

21 September **Society and Its (Literal) Ills**

*Reading:* *Social & Cultural Anthropology*, Chapter 3

Boccaccio, Day 5 Story 4 from *The Decameron*

*Due:* Response Paper on Chapter 3 of *Social & Cultural Anthropology*

*In-Class:* Walter Young Center Visit
<table>
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<tr>
<th><strong>WEEK 4</strong></th>
<th><strong>Sex &amp; Marriage</strong></th>
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| **26 September** | Reading: *Social & Cultural Anthropology*, Chapter 4  
Due: Response Paper on Chapter 4 of *Social & Cultural Anthropology*  
In-Class: Group 1—Sharon Saseen, *Patience and the Flower Girl*  
William Shakespeare, *Romeo and Juliet*, Act III Scene 5  
(beginning through Romeo’s exit)  
**28 September** | Reading: Kate van Orden, “Sexual Discourse in the Parisian Chanson: A Libidinous Aviary” |

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<th><strong>WEEK 5</strong></th>
<th><strong>Exchange Value, or A Bird in Hand is Worth Two in the Bush</strong></th>
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| **3 October** | Reading: *Social & Cultural Anthropology*, Chapter 6  
Due: Response Paper on Chapter 6 of *Social & Cultural Anthropology*  
In-Class: Group 2—Leo Lionni, *Tio and the Golden Wings*  
**5 October** | Reading: *Mozart's Starling*, Prelude & Chapters 1–3  
Due: Group Presentation on Assigned Painting  
**Viewing:** Paintings of domestic birds |

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<tr>
<th><strong>WEEK 6</strong></th>
<th><strong>Oral Exams</strong></th>
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<tr>
<td><strong>10 October</strong></td>
<td><strong>Oral Exams</strong></td>
</tr>
<tr>
<td><strong>12 October</strong></td>
<td><strong>Oral Exams</strong></td>
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<tr>
<th><strong>WEEK 7</strong></th>
<th><strong>No Class: Fall Break</strong></th>
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<tr>
<td><strong>17 October</strong></td>
<td><strong>Birds of a Feather Flock Together</strong></td>
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| **19 October** | Reading: *Social & Cultural Anthropology*, Chapter 5  
Due: Response Paper on Chapter 5 of *Social & Cultural Anthropology*  
In-Class: Group 3—Hans Christian Andersen, *The Ugly Duckling* |

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<tr>
<th><strong>WEEK 8</strong></th>
<th><strong>I Know Why the Caged Bird Sings</strong></th>
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| **24 October** | Reading: *Mozart's Starling*, Chapters 4–6  
Listening: Wolfgang Mozart, Piano Concerto No. 17  
In-Class: Maya Angelou, “I Know Why the Caged Bird Sings”  
Paul Dunbar, “Sympathy”  
Stephen Sondheim, “Green Finch and Linnet Bird” and “Johanna”  
from *Sweeney Todd*  
Due: Response Paper on *Mozart's Starling* |
| **26 October** | Reading: *Mozart's Starling*, Chapter 7, Interlude, Chapter 8  
Listening: Wolfgang Mozart, *Ein musikalischer Spaß*  
In-Class: Group 4—Justin Richardson & Peter Parnell, *And Tango Makes Three*  
Wolfgang Mozart, “Der Vogelfänger bin ich, ja,” “Ein Mädchen oder Weibchen,” and “Pa— Pa— Pa—” from *Die Zauberflöte* |
WEEK 9
31 October  Avian Metamorphoses 1: Classical Antiquity
Reading: Social & Cultural Anthropology, Chapter 7
Mozart’s Starling, Chapter 9
Due: Response Paper on Chapter 7 of Social & Cultural Anthropology
Viewing: Visual Art: Leda and the swan, Ganymede and the eagle

2 November  Birds in the Abrahamic Religions 1
Reading: John M. Mulder, Sealed in Christ, 16–20
Qur’an, Surah 27
The Conference of the Birds, 27–80
Viewing: Visual Art: The Flood
Visual Art & Music: Song of Songs
In-Class: Moonrise Kingdom, Directed by Wes Anderson

WEEK 10
7 November  Birds in the Abrahamic Faiths 2
Reading: The Conference of the Birds, 81–162
Viewing: Visual Art & Music: The Annunciation
Visual Art: Madonna and Child

9 November  Birds in the Abrahamic Faiths 3
Reading: The Conference of the Birds, 163–248
Viewing: Visual Art: Baptism of Jesus
Visual Art & Music: Crucifixion

WEEK 11
14 November  Birds in the Abrahamic Faiths 4
Reading: The Conference of the Birds, 249–343
Viewing: Visual Art & Music: Pentecost
Visual Art: St. Francis and St. Gregory

16 November  The Boundaries of the Self
Reading: Social & Cultural Anthropology, Chapter 8
The Kalevala, Runes XI-XV
Due: Response Paper on Chapter 8 of Social & Cultural Anthropology
In-Class: Group 5—Duncan Tonatiuh, The Princess and the Warrior

WEEK 12
21 November  The Boy Who Became a Muni Bird
Reading: Sound and Sentiment, Introduction & Chapter 1
Listening: Jean Sibelius, Lemminkäinen Suite
Due: Response Paper on Sound and Sentiment

23 November  No Class: Thanksgiving Break

WEEK 13
28 November  Voices in the Forest, Voices of the Deceased
Reading: Sound and Sentiment, Chapter 2
Listening: Olivier Messiaen, Quatuor pour la fin du temps
Olivier Messiaen, Éclairs sur l’au-delà

30 November  Avian Metamorphoses 2: 1970s New Guinea and 1870s Russia
Reading: Sound and Sentiment, Chapter 3
In-Class: Pyotr Chaikovsky, Swan Lake
**WEEK 14**

5 December  Avian Metamorphoses 3: … and 2010s United States

*Reading:* Sound and Sentiment, Chapter 4

*In-Class:* Darren Aronofsky, Black Swan

7 December  Avian Metamorphoses 4: … and 1760s Japan

*Reading:* Sound and Sentiment, Chapters 5–6

*In-Class:* Kineya Tadajirō, Sagi Musume

**WEEK 15**

12 December  送別/En se séparant/Der Abschied/The Farewell

*Reading:*
- 孟浩然, 宿業師山房待丁不至 (“At the Mountain-Lodge of the Buddhist Priest Ye Waiting in Vain for My Friend Ding”)
- 王維, 送別 (“At Parting”)
- 王維, 山中 送別 (“A Parting on the Mountain”)

*In-Class:* Teju Cole, Open City, 3–4, 16–21, 249–259

*Due:* Gustav Mahler, “Der Abschied” from Das Lied von der Erde

20 December  GROUP PRESENTATIONS (8:00–10:00AM)

**UNIVERSITY POLICIES**

**Right to Modify Course Content**

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 require(s).

**Academic Support**

The Learning Commons, located in the bottom floor of the Library, offers tutoring, writing assistance, and study skills assistance as well as group study rooms and places to study. For more information, go to: http://www.carrollu.edu/Learningcommons/

**Accommodation for Disabilities**

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.

**Due Notification of Academic Integrity Policy**

The Carroll University Academic Integrity Policy is located in the student handbook (https://my.carrollu.edu/ICS/Departments/Student_Affairs). 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 in the course. If you have questions about appropriate citations, please ask.