Course Description
The Global Perspectives Colloquium is a two-credit course intended to bring together advanced students (usually seniors) from multiple disciplines to engage in critical reading and discussion. Students will also reflect on their cross-cultural experiences, link in-class and off-campus experiences, and participate in student-driven discussion. The course rests on a common organizational framework, common learning outcomes, and some common assessment. Within the framework of "Global Perspectives" faculty members propose broad course topics that are interdisciplinary in nature and students choose readings and lead discussion (e.g. global perspectives on Sustainability or Development). In this way, the Global Perspectives Colloquium models interdisciplinary and life-long learning, and serves as a gateway experience, preparing students to pursue continuing education after graduation.

Course Topic
This section of CCS400 highlights the role of Tradition in the creation, propagation, and study of Culture: How are Traditions formed? Who ‘owns’ them? How does Tradition interact with progress and technology? What does it mean to be “Traditional”?  

Meeting Dates, Times, & Locations
Tuesday: 2:00 PM – 3:50 PM in BERG 101

Instructor
Gregory Gabrielsen
Office: Explorer House (206 Charles Street), Room 102
E-Mail: ggabriel@carrollu.edu
Office Hours: Wednesday (1-3 PM) & Thursday (9-11 AM) in Rankin B04

Required Text
The instructor and students will work collaboratively to identify course readings.

Website
You will regularly use the course website accessible via the Carroll University Portal (the "Canvas" site).
Student Learning Outcomes and Assessment
Upon successful completion of this course, students will possess the knowledge and understanding of, and have the ability to:

1. Present information and facilitate discussion in an interdisciplinary environment.
2. Articulate how cross-cultural issues have shaped their Carroll education and their understanding of global issues.
3. Critically reflect on the cross-cultural experience.

Learning Experiences

Seminar Participation
Because this is a discussion-based course, student participation is critical to the goals and the success of the course. Each student is expected to come to class prepared to share ideas in discussion. Each student is expected to contribute at least one thoughtful comment during every class meeting. Students who are absent/do not speak earn zero points for that week.

Discussion Facilitation
Each student will be tasked with facilitating a 30-40 minute discussion once this semester. This requires: selecting readings, giving a brief presentation summarizing it, and facilitating class discussions. If absent on the day of your assigned discussion, zero points are earned. Reassignment to a different discussion day may only occur under extreme circumstances, which are completely at the instructor’s discretion.

Discussion leaders choose how they will facilitate discussions. The required readings must be discussed, and additional materials are encouraged (be creative – think videos, podcasts, cartoons, songs, etc!). Discussion leaders are graded on the reading selection (30%) and on leading the discussion (70%) by: clearly demonstrating an understanding of the required reading; relating information that is pertinent to the discussion; drawing from additional resources or using creative approaches to improve class discussion; and facilitating dialogue in a manner that adds value to the overall class discussion. Your instructor will conduct the first such discussion and an evaluation rubric will be provided.

All Discussion reading and viewing materials should be emailed to your instructor by 8:00 PM on the Wednesday before your presentation. Once approved, materials will be posted on the Canvas site for the whole class on Thursday morning.

Discussion Prep
For each student-led discussion/reading, each other student must prepare one of the following discussion contributions:

- **A question**, which thoughtfully and succinctly explores ideas, related to a topic.
- **A challenge** is a brief statement that is contrary to an author’s position in one of the required readings for that day’s discussion.
- **A factoid** summarizes current and relevant information (with references, preferably to a website or online resource) that helps students better understand a topic.
- **A current policy/event** reveals the interface between the political landscape and a topic.
Discussion Contributions should be 1-2 sentences in length (3 sentences only in rare instances, when further description is required). Each will be graded based on 1) the insight demonstrated by the discussion contribution; 2) the relevance of the discussion contribution to the required readings for that day’s discussion; and 3) the brevity and “ease of use” of the Discussion Contribution by the discussion leader (more succinct discussion contributions are easier for the discussion leader to use “on the fly.”) Discussion Contributions must be submitted to the relevant section of the course Canvas page by noon the day before class. Discussion Contributions must include the type of Discussion Contribution (e.g., Question, Challenge, Factoid, or Current policy). Student discussion contributions submitted after 12:01 PM will earn 0 points for that date, and hand-written Discussion Contributions brought to class will earn 0 points.

The goal is to help students learn to read critically and to question what they read. Discussion Contributions will aid discussion leaders in promoting discussion and, in some cases, help identify areas where students do not fully understand the reading material.

Reflective Journal
Each student will maintain a reflective journal tracking their responses to 3 prompts provided by the instructor throughout the course (tentative due dates are given in the Course Schedule below). Reflective journal entries must be typed, at least one full page (single-spaced) in length, and provide insight into how a student’s views are changing or not as a result of the course. Each of the reflective journal entries must be submitted via email to the instructor by 11:59 PM on the due date. Reflective journal entries will be graded based on whether the student has written for the appropriate length and has made an honest effort at reflecting on the prompt.

Signature Assignment Outline
Each student must prepare an outline in preparation for the persuasive essay. The outline will be graded based on the relevance of topic points in each essay paragraph and overall organization. For each outline, include:

- Thesis Statement
- 3-4 substantive points, in bullet or paragraph format, for each body paragraph of your essay
- Conclusion, which restates and affirms your thesis

More details will follow in class. Essay outlines reaffirm to students the value of organizing their thoughts before they begin drafting their essays.

Signature Assignment
Each student will be required to write and submit one essay, and a screenshot of it uploaded to your X:Drive.

This essay represents the third tier in the writing component of the General Education program (tier 1: ENG 170; tier 2: CCD) and should be written as a five-paragraph essay. You will be graded based on your ability to develop a short argument for how your Carroll General Education has supported your overall educational goals and will make you a better world citizen and candidate for a job after graduation.

Do not print a paper copy. Essay submissions prior to the due date are encouraged. Late submissions will not earn credit. A description of the assignment will be posted on Canvas.
Group Project

Like each GPC section, our class is required to engage the broader Carroll community by including your personal experiences both across your distribution courses and through your cross-cultural experiences. The goal is to connect your reflections on your educational experiences to younger members of the Carroll community (e.g., freshmen in CCS 100 or ENG 170, Introductory classes or other campus groups/members). The project will be evaluated based on the value of individual contributions, as determined by peers (40%), and the overall success of the project (60%).

This is a creative endeavor, and each group of 3-4 students may pursue whatever means they think would best communicate their educational experiences. Examples include (but are not limited to) the creation of a 10-minute movie, a short play, a photographic and documentary exhibit, a blog, a podcast, or a group presentation. A Project Proposal is due on the date listed in your Itinerary.

The class project must include 1) substantial contributions by all students in the group; 2) reflection on your General Educational experiences, including the cross-cultural experience; and 3) analysis and synthesis of information using emerging technologies and traditional media.

This project, and other potential options for completing it, will be discussed early in the semester.

Additional Resources Outside of Class

In addition to the posted office hours, your instructor will announce specific days/times outside of class for meeting with students about various aspects of the course. Given that a majority of the graded work in this course is based your writing, you are strongly encouraged to utilize the Writing Center, located in the Learning Commons. In their own (well-written) words:

“The Writing Center is a free service available to all students who would like additional help with their writing. Tutors can assist you with any writing problems from brainstorming to citation. To make an appointment, go to http://www.carrollu.edu/learningcommons/writingcenter.asp. Or you can log into my.carrollu.edu, select the student tab, click on the Library Learning Commons link and follow the instructions on the Make An Appointment-Library Learning Common section. For quick questions taking 10 minutes or less, drop-in visits with the Writing Assistants are available without an appointment in the Learning Commons Monday-Thursday from 2:30-5:30 p.m.”

Grading Summary

Seminar Participation – 25%
Discussion Facilitation – 20%
Reflective Journal Posts– 15%
Signature Assignment - 20%
Final Project – 20%

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>AB</td>
<td>92.9-88</td>
</tr>
<tr>
<td>B</td>
<td>87.9-83</td>
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<tr>
<td>BC</td>
<td>82.9-78</td>
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<tr>
<td>C</td>
<td>77.9-70</td>
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<tr>
<td>D</td>
<td>69.9-60</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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Course Policies

Attendance
If you are absent from class, you cannot contribute to the discussion, and therefore cannot earn points for that day. Repeatedly arriving late will also lead to deductions in your participation score(s).

Missed/Late Work
As noted in many of the items above, late work is generally not accepted. In the case of extreme emergencies, the instructor may (at their discretion) allow for exceptions to this policy if given ample notification and/or documentation.

Statement on Academic Integrity
The Carroll University Academic Integrity Policy is located in your student handbook. 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.

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, the Carroll University disabilities coordinator, no later than the first week of class. Ms. Bledsoe may be reached by calling 524-7335 or contacting her via e-mail – mbledsoe@carrollu.edu.

Technology Use
We live in a world of technological marvels that allow instant communication across the globe and beyond. This is good! Our classroom discussions will take place in a small room in the Bergs, therefore that technology is unnecessary during our meeting times. Use of cell phones and the like that distract yourself or others will lead to a reduction in your participation grade.

Community
We, as a community of learners, will be engaged in discussions that will push all of us past our current level of knowledge. Discussions of Culture and Tradition should also force all of us to reflect on our own thoughts and beliefs, therefore it is important that we maintain respect for all our community members before, during, and after any such discussions.

Modifications to the syllabus:
The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s). Course destination and/or itinerary is subject to change due to local conditions.
Course Schedule:
**This overview is tentative and subject to change. The instructor will inform students of changes as soon as possible.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Scheduled Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12</td>
<td>Introduction to Course, Course Preview</td>
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<tr>
<td>9/19</td>
<td>Gabrielsen-Led Discussion (Week 0)</td>
</tr>
</tbody>
</table>
| 9/26 | Student-led Discussions (Week 1)  
  Reflective Journal #1 (due 9/30) |
| 10/3 | Student-led Discussions (Week 2) |
| 10/10 | Student-led Discussions (Week 3) |
| 10/17 | FALL BREAK  
  Reflective Journal #2 (due 10/20) |
| 10/24 | Student-led Discussions (Week 4) |
| 10/31 | Student-led Discussions (Week 5)  
  Reflective Journal #3 (due 11/1) |
| 11/7 | Student-led Discussions (Week 6)  
  Group Project Proposal (due 11/10) |
| 11/14 | Student-led Discussions (Week 7)  
  Signature Essay Outline (due 11/15) |
| 11/21 | Student-led Discussions (Week 8) |
| 11/28 | Student-led Discussions (Week 9)  
  Signature Essay (due 11/30) |
| 12/5 | TBD/Group Project Work |
| 12/12 | Group Project Presentations |
| 12/19 | Final Exam Meeting (2PM) |