

INTL 410: Global Cultures I: Experiential Learning

June 15-19, 9:30am-12:00pm, via Zoom

*** Draft syllabus, subject to change***

Instructor: Dr. Lesley Jo Weaver

ljweaver@uoregon.edu

Office hours: June 15-19: daily, 10:30am-12:00pm, via Zoom

June 22 - July 3: Mondays and Wednesdays from 11:00am-12:30pm, via Zoom

Course description:

This intensive project-based course provides students a framework to synthesize an immersive remote intercultural experience. Students will work individually or in groups to produce a final synthetic product that represents their research and immersion in the geographic area of their choosing. This zero-week course is being offered in lieu of traditional study abroad or internship offerings given the current limitations with travel and social contacts related to the coronavirus pandemic. Global Cultures I is intended to be taken jointly and concurrently with Dr. Kristin Yarris's Global Cultures II course to fulfill students' practicum or field-based experience requirement for the INTL (GLBL) major and/or GH minor. Together, the courses will offer students an opportunity to engage in intensive, in-depth study of a particular diasporic community in Oregon, its global and local histories, and its cultural dynamics, with an applied focus on how these cultural histories are shaping the current coronavirus pandemic's impact on these communities. In this project-based portion of the course, we will draw on principles of community planning for health, particularly the social-ecological model of health promotion, using this as a framework through which to understand the multiple, nested influences – from historical to individual – on a community's health status. Students will break into working groups, focused on one of the six diasporic communities in Oregon listed below (or another of their collective choosing):

1. Russian speaking communities of the former Soviet Union
2. Mam-speaking indigenous communities from Guatemala (in Cottage Grove)
3. Spanish-speaking Latinx immigrants (esp. farmworking communities in Woodburn area)
4. Chinese-American communities
5. Vietnamese-speaking immigrant communities
6. African diasporic communities (in the Portland area)

Course learning outcomes:

Students who complete all requirements should be able to:

1. Explain the cultural history of a particular diasporic group in Oregon
2. Reflect on their own positionality and how it shapes their perceptions of and ability to interact with the diasporic community of their choosing
3. Construct a holistic account of the community's experience with healthcare in the USA, both pre- and during-pandemic
4. Synthesize this material into recommendations for improved community-based engagement with the diasporic community around health promotion

Grading:

Because this course is designed as a field experiential learning opportunity, it will be graded Pass/No Pass only. In order to “Pass” the course, students will need to meet these minimum expectations:

1. Attend the one hour of in-person class time each day (M-F) of zero week.
2. Complete the daily activities (M-F) during zero week, submitting them by 9pm each day (assignments to be submitted on the course Canvas page).
3. Work with their small group during zero week and for two weeks afterwards to develop a final project as a community needs assessment or research report on a diasporic community in Oregon. Submit this project by July 3, 2020.
4. Complete a 1-2 page self-study, reflecting on your engagement with the course, reflections on the group project, and recording of what you’ve learned in the class. Submit by July 3, 2020.

Class schedule for real-time engagement:

Activities during the week of class meetings (June 15-19, M-F) will be designed to have students, working in their project groups, engage in the activities listed in the class outline below (among others). Students will meet independently (via Zoom or Canvas Conferences) for one hour each morning from 9:30-10:30am, and then work individually or in their project groups until 12:00pm. Dr. Weaver will be available for consultation to individual students and groups M-F from 10:30am-12:00 pm. After the conclusion of zero week, students will need to work with their groups to complete their final group project and upload it to Canvas by Friday, July 3rd, 12:00pm PST. During the two weeks between the conclusion of zero week and the due date of the final project, Prof. Weaver will hold remote office hours on Mondays and Wednesdays from 11:00am-12:30pm to consult with students on their projects as needed.

Readings:

Prof. Weaver will select readings to accompany each day’s topics, questions, and assignments. All readings will be available through the course Canvas page or electronically through UO Libraries. Students will be encouraged to engage in further research related to their projects and communities of interest, using library research materials, trusted journalistic sources, and professional or “grey literature” of policy groups and non-profit organizations. More details on research projects and sources will be reviewed as part of the course.

A Note on Access and Support:

Prof. Weaver is aware that issues of accessibility and challenges related to mental and emotional health are heightened during this time of pandemic, social distancing, and remote learning. Students are encouraged to reach out to campus resources for support and assistance. These include the offices listed below, among others. Please contact Dr. Weaver if you would like her support around your concerns.

Remote Learning/Tech - <https://remote.uoregon.edu/students>

AEC - <https://aec.uoregon.edu>

Academic Advising - <https://advising.uoregon.edu/connect-us>

UO Health Center - <https://health.uoregon.edu>

UO Counseling Center - <https://counseling.uoregon.edu>

UO Dreamers - <https://www.uoregon.edu/dreamers>

ZERO WEEK DAILY SCHEDULE OUTLINE

Working together remotely in their project groups, students will engage in intensive research and study to address these questions, which will be the focus of our five days of zero week class activities:

Day One/Monday

Questions for investigation: What is the historical and cultural background of the community? (history of country of origin, cultural dynamics in country of origin – e.g. religion, kinship, gender; historical factors spurring migration)

Activity: Cultural “self-study” reflection. Conducting a life-history interview.

Day Two/Tuesday

Questions for investigation: What are the social and economic factors shaping the community’s experience in Oregon/the U.S.? (are members of the community employed in particular industries, what have been the opportunities of the community for obtaining legal residency status, what particular occupational risks might the community face, which school districts do children in the community attend and what dynamics are children facing in school, are there particular obstacles towards integration or inclusion for this community?)

Activities: Access Oregon state data – using quantitative data to describe social and demographic characteristics of the community. Possibly: reach out to a community member or employer in the community for a key informant interview.

Day Three/Wednesday

Questions: What has been this community’s experience of healthcare in the US? Are there particular cultural beliefs or practices related to health/mental health/wellbeing that have characterized this community? Are there issues of healthcare access or barriers to access? Have these issues played out in the coronavirus pandemic?

Activities: Examine issues of healthcare access and insurance coverage. Review an ethnographic study related to health. Talk to a local community healer or healthcare practitioner about healthcare practices or challenges. Review the website of a health-based NGO serving the community for program areas and health issues.

Day Four/Thursday

Questions: What community strengths or assets exist? Are there NGOs or community-based organizations serving the community? What other community institutions can serve as resources (schools, churches, faith centers, other)?

Activities: Create a community “asset map,” identifying locations where resources and opportunities exist. Review the websites of NGOs or community based organizations serving the community. Interview staff, teachers, or community leaders as key informants.

Day Five/Friday

Questions: How would you devise a plan for a local health department or community based organization seeking to collaborate with this community around COVID or any other health concerns over the short, medium, and long term?

Activities: Discuss project presentations – options for modalities. Talk about target audience, messaging, and sharing research findings with broader publics. Review sample policy briefs and websites related to community health for models.

INTL 410: Global Cultures I: Experiential Learning
& Global Cultures II: Project-Based Learning (Can we just combine them???)
Instructor: Dr. Lesley Jo Weaver & Dr. Kristin Yarris
M-F 9:30 AM-11:30 AM (Weaver) & 1:30-3:30pm (Yarris)

Office hours – Yarris: Two weeks after class ends, Mondays 11-12 in Teams (Jo – how many hours are we expected to engage?)

This intensive, zero-week course is being offered in lieu of traditional study abroad or internship offerings given the current limitations with travel and social contacts related to the coronavirus pandemic. Drs. Weaver and Yarris have designed a two-part course, intended to be taken jointly and concurrently by students, which will focus on how the coronavirus pandemic is impacting local communities in Oregon. Drawing on the social-ecological model of health promotion, and building our skills in community needs assessments as well as our cultural area knowledge and sensitivity, We will be focusing specifically on six diasporic communities in Oregon:

- 7. Russian speaking communities of the former Soviet Union*
- 8. Mam-speaking indigenous communities from Guatemala (in Cottage Grove)*
- 9. Spanish-speaking Latinx immigrants*
- 10. Mandarin-speaking Chinese-American communities*
- 11. Vietnamese-speaking immigrant communities*
- 12. African diasporic communities in Portland area*

Working together in project groups, students will engage in intensive research in order to address these questions:

- 1. What is the historical and cultural background of the community? (history of country of origin, cultural dynamics in country of origin – e.g. religion, kinship, gender; historical factors spurring migration)*
- 2. What are the social and economic factors shaping the community's experience in Oregon/the U.S.? (are members of the community employed in particular industries, what have been the opportunities of the community for obtaining legal residency status, what particular occupational risks might the community face, which school districts do children in the community attend and what dynamics are children facing in school, are there particular obstacles towards integration or inclusion for this community?)*
- 3. What has been this community's experience of healthcare in the US? Are there particular cultural beliefs or practices related to health/mental health/wellbeing that have characterized this community? Are there issues of healthcare access or barriers to access? Have these issues played out in the coronavirus pandemic?*
- 4. What community strengths or assets exist? Are there NGOs or community-based organizations serving the community? What other community institutions can serve as resources (schools, churches, faith centers, other)?*
- 5. How would you devise a plan for a local health department or community based organization seeking to collaborate with this community around covid- coronavirus or any other health concerns over the short, medium, and long term?*

This intensive course is organized around a series of immersive individual and group-based activities designed to engage students in many of the same facets of life to which they would be

exposed through a more traditional study, internship, or work abroad experience. Students will choose their own geographic focus. Areas of inquiry may include: media and current events; NGOs, development, and global health; religion; education, food, and social life; and film, art, and literature; among other topics.

Final group projects will be posted/shared in Canvas by Friday, July 3rd? Is this right?

*what do you need to know about this community to understand their cultural, historical, linguistic backgrounds and other factors that might shape their experience of COVID. Community needs assessment.

Day 1

1) Introduce the Social Ecological Model of Health

Health as influenced by a nested set of factors – from macro to micro, historical to individual
Kristin can post charts on this and do a mini lecture

2) Cultural self- assessment and journal writing – Kristin can make prompts

KY: I don't know how to split these topics across AM and PM. Can we say in the AM there is one reading in the PM another and the AM reading or discussion is more focused on the research side and the PM session is more focused on how they'd use that information to develop their project or needs assessment? This articulation across the courses is unclear – can we just make it one big joint lesson plan? Easier for us, and there are few students NOT enrolled in both, and for those, oh well, they'll just have half the interaction time!

1—broadest level: cultural history—pieces of lit, film, media, dynamics in home country, demography in Oregon (how and where would you get those statistics?)

--cultural self-study, too (have Sarah from Mills Center come in)

KY: I'm not sure we need Sara for this part – I could just as easily assign a prompt like: Consider your own cultural background and free-write (no need to share with class) on aspects of your cultural background that are important to your own life trajectory. You can consider cultural factors such as: family background and history, religion or beliefs and values, geographic origins, rituals or customs shared in your family, gender roles or ideas and expectations about marriage and family, class status and ideals about education or profession...

--explore google satellite of the country or city of origin

2—institutional level; organizational and needs assessment. In this community in Oregon, are there orgs serving these groups? Where are they? Where do kids go to school? Are there services available in the school?

--find a nonprofit that serves the community

--talk to at least one person who serves the community or a member of the community

--health messaging and communication—where do people get their health messaging?

--how would you do a key informant interview?

3—community level; health seeking and cultural beliefs about health and illness—where getting care, but also ideas about the body and where diseases come from. How community communicates with one another like actually within the community

4—family/household level;

--household structure, kinship, communication across national borders

5—individual level;

--life history interviewing

--find a person to talk to

--discussion of actual project itself—bring in mike from CAS IT to talk about podcasting software, library people to talk about wordpress software, librarian to talk about historical cultural researchs

15 June 2020 9-11 AM—cultural self-study and introduction to your chosen area

Assignment: find a buddy and communicate via email, text, social media, language-learning app, or other format. Explore Google Satellite of the country (or city) you wish you could visit.

16 June 2020 9-11 AM—history and culture

Assignment: find a book that deals with cultural history (may be a novel), read it, write a report

17 June 2020 9-11 AM— popular media

Assignment: pick a movie?, a periodical that addresses current events, and 10 songs. Write a reflection on how the movie tells you about the culture. Keep a current events journal. Curate a 10-song playlist with text explaining the themes.

18 June 2020 9-11 AM—social, political, and economic change

Assignment: pick a socially responsible and respected NGO working in an area that interests you (e.g., health, development, human rights...) and study what it does. Create an NGO profile. Find a way to help advertise the NGO either through your personal networks, or by actually helping the organization with formal advertising (e.g., creating a flyer or logo, updating their website, etc)

19 June 2020 9-11 AM—grab bag and wrap-up day

Assignment: choose at least one additional focus area that interests you (religion, education, food, art, athletics, or another topic by approval of the instructor) and design an immersive self-led study of that topic, following the model we have introduced this week.

Final assignment: produce a country/region portfolio synthesizing your immersive learning.

Think of it as an opportunity for someone who knows nothing about your country/region to learn all about it, just as you have. Consider building a website, creating an animated Google Slides presentation, a podcast, a Twitter or Instagram feed dedicated to the topic, etc. May work individually or in groups by region or country.

Groups of 4-5 students: learn where communities are coming from (cultural/historical piece),

Following two weeks: one hour a day of workshop hours
Total 20 faculty engagement hours (but not all students will attend the workshop hours so some extra seems warranted)

INTL 410: Global Cultures II: Project-Based Learning

Instructor: Dr. Kristin Yarris

This intensive project-based course provides students a framework to synthesize an immersive remote intercultural experience. Students will work individually or in groups to produce a final synthetic product that represents their research and immersion in the geographic area of their choosing.

Self-study of one's own "culture"
component to the actual course where students reflect on their "own culture" as a starting point for their exploration of "another culture..." just wanted to get that out there - probably just a lesson plan or two on day one of the zero week, with journal reflection or interview with family member or investigation of family artifacts or something.

Film

Research paper based on the area students would have gone to
"Great books" approach, including novels
Buddy abroad or among the international students at UO, say through the Mills Center
Subscribe to a magazine or newspaper from that region and keep a current events journal

Sarah in the Mills Center

How much of this can be put on the students to organize themselves? First assignment is that they have to find a book and write a justification for using that book.

Maybe provide a bunch of assignments during Zero Week and allow students to space out how they complete those through the summer.

Google immersive virtual study abroad

Goal is to create 30 contact hours plus another 90 hours of work.

Resources for Cultural Communities:

** I'm thinking we could ask people to be guest speakers since it's all remote...

Africa Diaspora community in PDX:

IRCO –

Frieda Bikele – her MA Thesis filed in our department
I'm contacting Frieda to see if she'll give a lecture
friedafranklyn@hotmail.fr

Vietnamese community – I will ask a student to speak
Nail salons, occupational risk
Other contacts?

Chinese American Communities
Need contacts – ideas?

Mam speaking community
I have a contact at Catholic Community Services I can reach out to

Spanish speaking Latinx community
I have several contacts and will work on this

Russian communities
I am somewhat familiar with the older literature on Old Believers in Woodburn— because Richard March wrote his dissertation in Anthropology on Old Believers in Oregon in the 1980s when I first came to UO.
You can find his publications here --a book and many articles:

<https://library.uoregon.edu/ec/oldbelievers/>

Some of his articles compare Molokans in Woodburn.

UO library also has a documentary film Old Believers from 1986 **VIDEOTAPE 02930** (I think we also have a study guide).

I really don't know of any scholarship more current, but I found these:

<https://www.pdx.edu/multicultural-topics-communication-sciences-disorders/russian-old-believers>

https://pages.uoregon.edu/sshoemak/325/texts/old_believers.htm

<https://oregonhistoryproject.org/articles/historical-records/russian-old-believers/#.XtCFs5p710s>

I hope this is helpful, Carol