

**Summer Zero Week Course Offering**  
**June 15-18, 2020**  
**INTL 410: Global Cultures II: Project-Based Learning**  
**SYLLABUS OUTLINE\***  
**\*Draft, subject to change**  
**Instructor: Dr. Kristin Yarris**  
**keyarris@uoregon.edu**

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 II is intended to be taken jointly and concurrently with Dr. Jo Weaver's Global Cultures I 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 a particular applied focus on how these cultural histories are shaping how the community is impacted by the current coronavirus pandemic. 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)*

ZERO WEEK CLASS 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-coronavirus 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.*

### Note on scheduling:

We will also have a series of guest speakers, to be scheduled, throughout zero week. Presentations will be made using Zoom, during the hours of 1:30-3:30pm (TBD).

### Student Expectations and Real-Time Engagement:

Activities during the week of class meetings (M-F) will be designed to have students, working in their project groups, address these questions by engaging in the activities listed above (among others). The expectation is that students will remotely meet (via Zoom or Canvas Conferences) for one hour each afternoon, during the scheduled class time (1:30-2:30pm), and then work remotely, individually or in their project groups, for the remainder of the afternoon. Dr. Yarris will be available for consultation to individual students and groups M-F of zero week, from 2:30-4pm each day. After the conclusion of zero week classes, students will need to work with their groups to complete their final group project and upload it to Canvas by Friday, July 3<sup>rd</sup>, 12:00pm PST. During the two weeks between the conclusion of zero week and the due date of the final project, Prof. Yarris will hold remote office hours on Tuesdays and Thursdays from 1:30-2:30pm to consult with students on their projects, as needed.

### Grading:

Because this course is designed as a field experiential learning opportunity, students are encouraged to take the course Pass/No Pass. 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 in order 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.

### Readings:

Prof. Yarris 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.

### Final Project Description:

The final project for the course will be developed during the course of our zero week meetings, through assignments and activities. Students will need to work with small groups of 4-6 students to complete these project-related activities during zero week, and to complete their final research project during the two weeks after zero week before the project due date. This will require students to find ways to work together, remotely, coordinating tasks and communicating with one another using available communication technologies. Dr. Yarris will be available for consultations to project groups during zero

week and for the two weeks afterwards, up until the due date for the project (July 3). The format of the final project is open to students' and groups' determination – it may be any of the following (or other ideas, open for consultation with Prof. Yarris): a policy paper, a needs assessment report, a blog or website, a podcast or series of podcast episodes, a Twitter or Instagram account, or a You Tube recording. The aim of the final project is to share your assessment of the history, culture, and health challenges and opportunities of the community you have studied with the community itself, with service providers, or with broader publics. The particular format of the project should align with the intended audience (to be discussed further in class).

A Note on Access and Support:

Prof. Yarris 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. Yarris 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>