

**Course Title: TLS 386 Global Citizenship: Reading the World and the Word**

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**Catalog Description-** Global citizenship as intercultural understanding and open-minded critical perspectives on diverse cultures will be explored through professional readings and children's and adolescent literature set in global contexts. Writing emphasis course

**Prerequisite course:** None

**Expanded Course Description:** This course focuses on developing the knowledge and perspectives that are essential to global citizenship through reading and responding to children's and adolescent literature set in a wide range of global cultures. Through pairing professional readings on global citizenship with social media and adolescent literature reflecting multiple cultural perspectives, participants will critically examine the development of their own intercultural understanding through the lenses of knowledge, perspective and action as they connect to literacy, leadership, and learning. We will form a community of readers to explore diverse, even opposing, readings of books and will critique the cultural worlds of books and our response to books through inquiring into how our differing understandings are socially and culturally constructed. Note that this is a writing emphasis class so you will do many written reflections and narratives throughout the class and a final formal written paper.

**Course objectives:**

- Developing a conceptual understanding of global citizenship, culture, and intercultural understanding.
- Examining the role of global literature in providing multiple perspectives on cultural, social and political values and in encouraging intercultural understandings and global perspectives.
- Constructing critical insights into diverse perspectives on sociopolitical issues and trends related to globalization and cross-cultural interactions.
- Developing the ability to review and critically evaluate global literature using literary and cultural criteria.
- Analyzing one's own perspectives in relation to a continuum of intercultural learning.
- Using writing to explore your perspectives and discuss interpretations of data gathered from multiple sources.

**Learning Outcomes**

- Students will identify and critique the major dimensions and issues in globalization and global citizenship.
- Students will identify the components of intercultural understanding and reflect on their own position on a continuum.
- Students will evaluate the role of global literature in encouraging intercultural understandings and global perspectives
- Students will critically evaluate global literature using literary and cultural criteria.
- Students will organize and discuss their perspectives through a range of written reflections and narratives.
- Students will interpret information collected from a range of sources and organize that interpretation into a written paper.

**Class experiences are based on the following beliefs about learning:**

- Learning is an active process.  
We will immerse ourselves in reading, writing, talking, and responding to professional readings and to adolescent literature.
- Learning is a social process of collaborating with others.  
We will explore our thinking about our reading and experiences through dialogue.
- Learning occurs as we make connections to our own experiences and as we explore tensions with our current beliefs.  
Responses to our readings will focus on connections to our lives. We will also identify and explore tensions with our current beliefs and past experiences to interrogate our values. We will explore the tensions that arise from exploring alternative and oppositional interpretations of literature.
- Choice allows learners to connect to their experiences and feel ownership in their learning.  
We will have choices in the books we read, our responses to readings, and the specific focus of the final project.
- Learning is reflective as well as active.  
We will have many opportunities to reflect on what we are learning through writing, talking, sketching, and self-evaluations
- Learning occurs in a multicultural world with many ways of knowing.  
We will read professional and adolescent literature that reflects diversity in experiences and ways of expressing those experiences. We will also explore the range of interpretations of literature that arise from our differing cultural and social experiences.
- Learning is a process of inquiry.  
As learners we need to search out the questions that matter in our lives and to develop strategies for exploring those questions and sharing our understandings with others.

## **Course Assignments:**

### **1. Participation and attendance**

Attend class regularly and participate in discussions, sharing, small groups, written responses, and class activities. An essential aspect of participation is to read and prepare for discussions of the literature and the professional readings and to engage in informal and formal writing. Preparation and participation in class is significant, not only for your learning, but for the learning of others. More than one absence and/or chronic tardiness will lower your grade for the course. If you absolutely must miss a class session, leave a message in advance by email or in the TLS office (621-1311). Contact a class member so that you are fully prepared for the next class. Meet with the instructor at the next class session to determine how you will make up the work for the class.

In order for an absence to be excused, it must be documented and meet one of the following requirements: serious illness or injury, family emergency and University-sponsored travel. The official documents concerning your absence should be handed in within 2 weeks from the date you are absent. All holidays or special events observed by organized religions will be honored as excused for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored as excused.

### **2. Response Journal** (written reflections)

The purpose of the journal is to reflect on your readings of the literature and the professional articles and chapters which we discuss in class. Record your understandings, questions, and connections to these readings. Write about your response and perspectives on the readings, not summaries of the readings. The journal is a vehicle to reflect on important and difficult ideas and issues raised by our reading. You will

hand in your journal of written reflections each week. Bring each one-page written response to class to share in your small groups and hand in to the instructor.

Respond to the book(s) which we are discussing in literature circles. Your response may include comments about the connections and feelings the book evokes, your thinking about the author's construction of the plot, setting, themes, or characters (including their national, racial, gender or class identities), or reflections on social and political issues in the book. Reflect on your response to the book and always include connections from the professional readings to the book.

## **2. Analysis of self as a global citizen** (personal narrative)

The purpose of this assignment is to explore your own cultural identities, global citizenship, and intercultural understanding. This assignment includes the following components that will be completed and shared over several different class sessions

- A visual depiction and written reflection on your current cultural identities, focusing on multiple factors that influence identity including ethnicity, nationality, gender, social class, religion, etc.
- A map of yourself as a global citizen that indicates the range of ways in which you are engaged in global experiences or perspectives
- *Write a personal narrative* that involves a global cross-cultural encounter that you experienced. Tell the story about the context in which you came to experience this, who was involved, and how you thought about that moment.
- Analyze the vignette using the Fennes and Hapgood continuum of intercultural learning to determine your own level of intercultural learning in that specific cultural encounter.
- Final map of self as a global citizen with a written reflection

## **3. Hanging Around Activity** (written analysis and reflection)

Visit a place where you have never been and that includes peoples from a range of cultures. This engagement will encourage you to experience something completely new. Choose a site where you will see, hear, and feel different cultures, language, or perspectives. These sites may include places that you can experience different religions, languages or cultures. While visiting the site, 1) draw a map of the site, describing the scene, events, actors, and interactions, and 2) write field notes. Write a reflection that presents your observations, feelings and thoughts during the visit.

## **4. Interviews with someone from a global culture** (written analysis and reflection)

- 1) Interview #1: Interview someone who grew up in the U.S. and has extensive experiences of traveling around the world, or has active interactions with people from different linguistic and cultural backgrounds.
- 2) Interview #2: Interview someone who grew up in a global culture that differs from your cultural community and who spent a significant period of time in that culture. If possible, find someone who has only been in the U.S. for a couple of years.

For both interviews, develop a list of 10-15 questions to discuss with the person to learn about their perspectives of experiencing cultural differences and diversity, and their thoughts on what it means to be a global citizen. Record the interview so that you can revisit their comments and analyze the interviews. For each interview, write a reflection on what you learned from their experiences and perspectives. Weave in quotes from the interview.

## **4. Media watch** (written reflection)

Each student will sign up for one day on which to share a non-print artifact related to our global focus for that class session – e.g. Youtube video, TED talk, blog, vlog, music, podcast, etc. The next class session, turn in a short written reflection indicating what you selected and why and how the class responded.

### 5. Inquiry Project (formal paper)

Choose a question or issue of concern to you in relation to global citizenship and intercultural understanding. Once you have chosen a question, decide on how you will conduct your inquiry to explore that question or issue. You can research through professional readings, adolescent literature, discussions, interviews, observations, and/or work with adults or children. You can choose to do your inquiry project alone or with others. The only limitations are that your project should relate to intercultural understanding and be on a question that matters to you.

Options for your project include:

- an in-depth critical analysis of a set of books from a country or cultural group
- an issue (e.g. translation, censorship, stereotypes, cultural authenticity)
- a theme relevant to our focus on interculturalism
- responses of children, adolescents, or adults to a set of global books.
- interviews that focus on global issues or experiences
- your proposal

A 1-2 page project proposal will be due at mid-semester and should describe your project in as much detail as possible, including your rationale for undertaking the project, your theoretical framework, your methods of researching your question or issue, etc. The inquiry projects will be presented to class members during the last two class sessions.

The final project should take the form of a formal paper (6-10 pages) with the following components

- Introduction (explains your focus and why you selected this focus for your project)
- Literature review/theoretical frame (2-5 relevant studies or articles related to your focus)
- Methodology (what you did, how you went about your research)
- Understandings (what did you learn, what insights did you gain from this research)
- Implications (So what? What new understandings do you take away from this project)
- Conclusion
- References

You will have time in class to share a draft of your final inquiry paper with a small group of peers two weeks before it is due to get response and have time to revise before the submitting the final paper.

### 6. Personal Text Set as a Global Citizen (written reflection)

Create a personal text set of 5- 7 books that reflect your intercultural connections as a global citizen - your sense of place within the world. Bring the books and a map of yourself as a global citizen to the final class and be ready to share how they relate to your understandings of yourself as a global citizen. Write a short written reflection on your selection of this text set.

### **Methods of Evaluation**

For each major project, you will turn in a self-evaluation in which you state your goals for that project and evaluate the process you went through in reaching those goals. I will add my evaluative comments based on your goals. You will also write a mid-term evaluation of your learning and the course that includes your goals for the rest of the semester as well as a final self-evaluation at the end of the semester.

Your final grade will be based holistically on both your and our evaluation of your growth and learning, the quality of your written work, and your attendance, participation, and preparation for class sessions. While you can negotiate the ways in which you define and complete class projects, you must complete all of these projects to fulfill course requirements and your final grade for the course will be based on the

thoughtfulness and quality of this work with a B reflecting the completion of all course projects at a satisfactory level. To receive an A, two or more of the projects must be completed in ways that go beyond minimum requirements. Incompletes will not be given for the course except in extreme situations and only with prior approval by the instructor.

A - Complete all assignments for the course at a satisfactory level and meet attendance and class participation requirements. In addition, complete two or more projects in ways that go beyond the minimum requirements in quality and thought.

B - Complete all assignments for the course at a satisfactory level and meet attendance and class participation requirements.

C – Issues with several missing or incomplete assignments or attendance, tardiness, leaving class early, or participation in class sessions

D – Unsatisfactory in multiple areas related to assignments, attendance and participation.

E – Failure to complete multiple assignments at a satisfactory level and/or multiple absences from class.

### **Course Readings:**

*Citizenship Education and Global Migration*, edited by James Banks. AERA (2017).

*Understanding Intercultural Communication*. Stella Ting-Toomey & Leeva Chung. Oxford (2011)

Articles and chapters on D2L

Adolescent literature novels and children's picture books

### **Course Structure:**

The following time blocks will be part of the course but the weekly schedule will depend on the particular class focus and on how we as a class negotiate our use of time.

- Discussions of children's/adolescent literature

- Presentations and demonstrations

- Whole class/small group discussions of professional readings and issues

- Inquiry groups

- Sharing and Reflection

### **Course Outline**

Introduction to the class.

Identifying our cultural identities and locations

- Professional reading on culture – Norma Gonzalez, “Beyond Culture: The Hybridity of Funds of Knowledge”

- Bring a visual representation of cultural identities (cultural x-rays)

- Reflection on our current cultural identity

- Literature Circle book – novel on contemporary adolescent experiences in U.S. – *Bronx Masquerade*, *Mexican Whiteboy*, *Yaqui Delgado Wants to Kick Your Ass*, *Does My Head Look Big in This?*

Learning to Read Globally and Critically

- Professional reading on becoming a critical reader of the world and word

- Amanda Thein, R. Beach and D. Parks, “Perspective-Taking as Transformative Practice”

Cynthia Lewis, Critical Issues: Limits of Identification: The Personal Pleasurable and Critical in Reader Response”

Banks text, Chapters 1-3

Literature circle book - *Breaking Stalin's Nose* and *Stalin*

#### Global Citizenship

Read James Banks, et. al. ‘Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global Age’. And Chapters 4-6

Map of self as a global citizen and written vignette of a global experience

Literature Circle book – novel on characters moving across global contexts (e.g. *Red Glass*, *Hannah's Winter*, *Benny and Omar*, *American Born Chinese*)

#### Exploring Definitions of Intercultural Understanding (several class sessions)

Professional reading – Milton Bennett, “A Developmental Approach to Training for Intercultural Sensitivity”, and Helmut Fennes and Karen Hapgood, “Intercultural Learning Continuum” . Ting-Tommey & Chung, Chapters 1-2

Self-analysis on continuum of intercultural learning

Hanging around experience and analysis

#### Intercultural Understanding as Knowledge: Learning (several class sessions)

Professional reading--Thomas Collins, “Guidelines for Global and International Studies” Ting-Tommey & Chung, Chapters 3-5

Lit Circle- Historical fiction novels on world events unfamiliar to class members (*Between Shades of Gray*, *When My Name was Keoko*, *Keeping Corner*, *Revolution is Not a Dinner Party*, *Out of Shadows*)

Global interview #1 and written analysis/reflection

#### Intercultural Understanding as Perspective: Literacy (several class sessions)

Professional reading – Roland Case, “Key Elements of a Global Perspective” and Robert Hanvey, “An Attainable Global Perspective”; Ting-Tommey & Chung, Chapters 6-8

Authenticity, Accuracy and Representation - Mo & Shen, “Accuracy is Not Enough.”

Lit Circle – Novels translated from other countries and languages (*A Time of Miracles*, *Moribito*, *The Killer's Tears*, *The Last Dragon*, *The Crow Girl*, *Daniel Half Human*)

Lit Circle – Novels with similar themes across global cultures (Literacy as a theme – *The Shadows of Ghademes*, *Ways to Live Forever*, *The Color of My Words*, *Inkheart*, *Heartsinger*).

Global interview # 2 and written analysis/reflection

#### Intercultural Understanding as Action : Leadership (several class sessions)

Professional reading – Roger Hart, “Ladder of Participation in Social Action” and Paulo Freire. Chapter 2, *Pedagogy of the Oppressed*. Ting-Tommey & Chung, Chapters 9-10

Lit Circle – Novels in which the characters take action to make a difference in the world (*Iqbal*, *Wanting Mor*, *The Boy Who Dared*, *Traitor*, *A Little Piece of Ground*, *Let Sleeping Dogs Lie*, *This Thing Called the Future*)

Lit Circle – *Never Fall Down*

Draft of final inquiry project

#### Defining Myself as a Global Citizen

Global Connections Text Sets: Mapping our Intercultural Journeys

Inquiry projects and project presentations

**The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.**

### **University Policies**

- Approved Absences All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion, Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored
- Students with Disabilities: At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Policies against plagiarism. The Student Code of Academic Integrity prohibits plagiarism. <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

Policies against threatening behavior by students. The ABOR Student Code of Conduct Policy 5-308 prohibits threats of physical harm to any member of the University community. <https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

Policies on nondiscrimination and anti-harassment – Human Resources Policy 200E explains prohibited behaviors. <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

### **TLS Position Statement on Social Justice (3/25/2014)**

The members of the TLS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice. Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.

- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
- Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions. We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one other and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.