

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

Students gain self-confidence and global understanding by traveling to foreign countries. This course takes students to three countries within the United Kingdom: Scotland, Wales and England; providing a travel and interactive experience in English-speaking countries. Students prepare for travel by studying the culture of the countries to be explored, focusing on a specific aspect of that country's culture relevant to their major and career interest. Ethnographic strategies of observing and journaling are used to record and reflect upon communication interaction with members of different cultures during the trip.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
COMM	390	Cross-Cultural Communication Studies in Great Britain

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
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c. Existing Course(s) to be Modified:

Prefix	Number	Title
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d. Addition of existing FSU courses to program

Prefix	Number	Title
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e. Removal of existing FSU courses from program

Prefix	Number	Title
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3. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
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4. Will External Accreditation be Sought? (For new programs or certificates only)

_____ Yes _____X_____ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

None. This course will count towards the major or minor in Communication as an upper-level elective. The course compliments experience students have had or will have in COMM 365 Intercultural Communication.

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
COMM	390	Cross-Cultural Communication Studies in Great Britain

Course Description:

Students complete preliminary research about and then travel to three countries in the United Kingdom: Scotland, Wales and England. Ethnographic strategies of observing and journaling are used to record and reflect upon communication interaction with members of different cultures during the trip.

Course Outcomes and Assessment Plan:

Students research geography, economics, language, culture and history of the three kingdoms of the United Kingdom, answering pre-travel **quiz** questions and preparing a **term paper** on a topic of interest to their major or career.

Students present an **oral summary** of their term paper to their classmates at an appropriate time in the countries under study.

Students complete **journal entries** reporting observations and interactions with members of these cultures, demonstrating understanding of differences and similarities between cultures, based on intercultural theories and ethnographic research methods.

Students examine and reflect on their own responses to culture shock in journal entries, gaining confidence in approaching unique experiences and different others.

Course Outline Including Time Allocation:

May 8 – 11: Scotland; including tour of Edinburgh and "Braveheart country", around Stirling and into the Highlands

May 12-13: Wales; including tour of Cardiff and the Museum of Welsh Life

May 14-17: England; including tour of London with emphasis on historical sites (Westminster Abbey and the Tower of London) and collections (the British Museum) that celebrate the English culture

GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website:
<http://www.ferris.edu/HTMLS/academics/gened/gened.html>

Upon review, the form below will be completed by the **University General Education Committee** for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: COMM **Course Number:** 390

Course Title: Cross-Cultural Communication Studies in Great Britain **G. E. Codes Requested:** G, C

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding

Initiator: Sandy Alspach **Date Sent:** 8/30/09

Proposal Contact: Sandy Alspach **Email:** alspachs@ferris.edu

Department: HUMN **Campus Address:** 127 Johnson Hall

Please Print

University General Education Committee: _____

Chair: _____ **Date Returned:** _____

Based upon University General Education Committee review on _____(date), we

Support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s).)

Do not support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

Sandy Alspach
JOH 127, ext. 2779

COMM 390: Cross-Cultural Communication Studies: Great Britain (2010)

This 3 credit hour course features a 10-day visit to Edinburgh, Cardiff, and London in May 2010.

- 1. Students will write and present a short paper on a topic of their choice relevant to the cultures of Scotland, Wales, or England; focusing on events, arts, languages, or ideas of culture in these three kingdoms of the United Kingdom.**
- 2. Students will journal their visit to these countries, using ethnographic techniques and field guides provided by the instructor. The journal will constitute the 'final exam' for the course, and will be checked twice during the trip before it is finally submitted.**
- 3. Students will write journal entries on the music, architecture, and other arts found in these countries, following the ethnographic strategy of observing, describing and interpreting these experiences.**
- 5. Students will reflect on their personal experience with 'culture shock' in a journal entry.**
- 6. Students will be challenged to think about how living in these countries would ask them to make changes in their personal habits and values, in journal entries.**
- 7. Students will visit the national treasures of these countries, including Edinburgh Castle, Holyroodhouse Palace, Sterling Castle and the Wallace Monument in Scotland; Cardiff Castle and the Museum of Welsh life in Wales; Westminster Abbey, the Tower of London, and the British Museum (with a 'scavenger hunt' exercise to locate designated items) in England.**
- 8. Study of and travel to other cultures is typically considered 'cultural enrichment' at other universities.**
- 9. Students will complete quizzes and participate in lecture/discussion prior to travel to prepare them to understand and appreciate the cultures of the United Kingdoms.**
- 10. Students will focus ethnographically on cultural artifacts such as the Crown Jewels in their journals.**
- 11. Dr. Alspach has taught Intercultural Communication for 20 years. She has traveled to these countries several times, most recently to Scotland in 2009. She has led student trips to these countries in 2001 and to Scotland in 2003 and 2005.**

Sandy Alspach
JOH 127, ext. 2779

Global Consciousness

COMM 390: Cross-Cultural Communication Studies: Great Britain (2010)

This 3 credit hour course features a 10-day visit to Edinburgh, Scotland; Cardiff, Wales; and London, England – the United Kingdoms.

- 1. Students will research and answer quiz questions on the geography, economics, language(s), culture(s) and history of the United Kingdoms.**
- 2. Students will meet prior to travel for lecture and discussion about the countries to be visited, and to prepare for their experience while visiting.**
- 3. Students will select a topic of personal interest about these three countries and research, write and present a term paper on it.**
- 4. Students will complete a journal during travel, using ethnographic techniques to observe, describe and interpret the cultural context of these countries.**

COMM 390 – Cross-Cultural Communication Field Studies in Great Britain

Spring 2010

Tentative Itinerary* and Learning Outcomes/Assessment

*as available: for example, several guided tours require reservations or are 'weather dependent'; therefore, a specific day's itinerary within a city location may change to accommodate reservations or weather conditions

LO = Learning Objective(s) SA = Student Activity/Assessment

Sa May 8 depart: Chicago / Detroit / Grand Rapids

Su May 9 arrive: Edinburgh, Scotland

~~Check into University of Edinburgh, Pollack Halls of Residence~~

LO: learn about currency exchange and mass transit in a large metropolitan area; learn how to manage jet lag through activity; orient to geography of Edinburgh

SA: hike to Arthur's Seat; begin journaling, addressing questions assigned in Field Notes, interacting with members of the culture, and making entries in the language "dictionary". Begin a Cash Flow report, recording resources available and expenditures.

Journal/Cash Flow report continues throughout the trip.

- Evening debriefing at MacIntyre Center, Pollack Residence Halls
- Evening debriefing: a student presents a summary of his/her term project. (See Assignments). These debriefings are scheduled to coincide with or precede a Student Activity.
- Evening debriefing time brings the group together to discuss their experiences, to discuss and manage "culture shock" (see Field Guides), and to plan for the next day's activities. Students also meet together at breakfast, included with their lodging, which provides another orientation opportunity (and opportunity for the instructor to observe adjustment to travel and cultural stresses and to intervene appropriately.)

M May 10 **LO:** learn about the history of and orient to the city of Edinburgh as an example of the convergence of traditional and modern Celtic culture; experience the traditional importance of "pub culture"

SA: ride the Guide Friday excursion bus, listening to the guide's lecture; discover points of interest that can be accessed via the bus and arrange the day to visits these points, especially the Royal Mile from Edinburgh Castle to Holyroodhouse Palace; observe other visitors, interact with venue attendants, listen for different English dialects, especially for spoken Scottish/Gaelic.

This bus, like others on the trip, offers a 24 hour (available during daylight hours) hop on/hop off ticket so students can navigate easily around the city this day.

Students are encouraged to break into groups of two to three to facilitate interaction with local members of the culture; students may not travel "solo" without the instructor's permission.

- T May 11** **LO:** learn about the historical and mythological significance of the Scottish hero William Wallace to Scottish/Celtic culture; learn about the cultural and economic impact of the scotch distilling industry
SA: guided bus tour of "Braveheart" country, including Stirling Castle, the Wallace Monument, and the Famous Grouse distillery or the Dewars Distillery; relate observations to the Mel Gibson film "Braveheart" (required pre-viewing, quizzed before departure)
- Evening debriefing, MacIntyre Center, Pollock Halls; journaling
- W May 12** **travel to Cardiff, Wales (train or air)**
~~check in to hotel~~
LO: orient to a revitalizing city with a mining and shipping history; learn about Welsh nationalism, especially since 1999
SA: walk to Cardiff Castle and observe the city around it; observe other visitors, interact with venue attendants, listen for different English dialects, especially for spoken Welsh language
- Evening debriefing in hotel common room; journaling
 - **Journal/Cash Flow report check #1 en transit**
- R May 13** **LO:** learn about the Welsh/Celtic culture from prehistoric times through the coal mining period to modern times; navigate by public transit (bus)
SA: explore the Museum of Welsh Life; pub lunch at xxx; visit the renovated shipping/harbor district
- Evening debriefing in hotel common room; journaling
- F May 14** **travel to London, England (train)**
~~check in to hotel~~
LO: learn about the history and tradition of Victorian London, experience living in a London community (Kensington)
SA: explore Kensington Palace, Harrod's department store, shop around the 'neighborhood'
- Evening de-briefing in hotel common room; journaling
 - **Journal/Cash Flow report check en transit**
- Sa May 15** **LO:** orient to a major world city, learn about the diversity of modern London from Buckingham Palace to the ethnic neighborhoods
SA: 'tube' to 24 hour hop on/hop off bus tour stop; ride the circuit, plan itinerary to include tours of Westminster Abbey and the Tower of London; observe other visitors, interact with venue attendants, listen for different English dialects
- Evening de-briefing in hotel common room; journaling
- Su May 16** **LO:** learn about the British Empire period
SA: 'tube' to the British Museum; locate and observe key items on Assignment, continue 'people-watching' and interaction
- Common meal, Kensington; journaling

M May 17 travel to U.S.

- **SA: journals due upon return at U.S. airport**