

INT 215C
EXPERIENCING AMERICAN CULTURE: FROM MAIN STREET TO WALL STREET
Fall 2013 – August 7, 2013 – January 8, 2014

PROFESSOR: Jenifer Ruby
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CLASSROOM: Sullivan House

CLASS TIMES: August 7: 2-5:00pm
August 8: 10am-12pm
August 9: 9:30am-3:30pm

September 25: 3-4pm

October 2: 3-4pm
October 9: 3-4pm
October 13: morning
October 16: 3-4pm
October 23: 3-4pm
October 26: 10am-3pm

November 6: 3-4pm
November 13: 3-4pm
November 20: 3-4pm

December 4: 3-4pm
December 11: 3-6pm

January 8: 12-2pm

****additional time will be scheduled for the American Business culture experience.**

OFFICE HOURS: Monday – Friday; 9am – 5pm; students should schedule appointments

COURSE DESCRIPTION:

The goal of this course is to provide students opportunities to participate in, observe, and reflect upon the institutions of American Main Street and Wall Street. With the knowledge gained in the Introduction to American Culture course, students will have a variety of field experiences where they can witness American ideals and values. Ultimately students' experiences will be their laboratory for examining the rich history, philanthropic spirit, competitive nature, and popular culture of the American experience.

REQUIRED MATERIALS:

Readings will be posted on Blackboard or provided by professor.

COURSE RULES FOR SUCCESS

To create the very best environment for supporting your success and the success of your classmates, this course has three important rules. By choosing to follow these three rules, you are choosing to be successful; not only in this course, but in your life.

1. **Show Up!** To support my success, I choose to attend every scheduled class period in its entirety.
2. **Do the Work!** To support my success, I choose to do my very best work in preparing all my assignments and doing them on time.
3. **Participate actively!** To support my success, I choose to stay mentally alert in every class, offering my best comments, questions, and answers.

COURSE EXPECTATIONS

Class Attendance and Participation

You are required to attend all classes including the special activities. Attendance will be taken at the scheduled beginning of class. If you are ill or absence is unavoidable, you are expected to inform me before class through email or by phone (leave a message). Think of this as a job and if you're not going to show up, you need to let someone know.

Blackboard

Various readings and assignments will be posted to Blackboard. The syllabus will also be available there for your reference. It is your responsibility to check it regularly.

Readings

Please see schedule for reading assignments. Students are expected to complete the readings by the scheduled class meeting and be prepared to discuss the topics covered, answer questions, and offer their thoughts and opinions.

Reaction papers

Students are expected to write 2 reaction papers during the semester. Reaction papers are not to be researched but are to be written based on your personal reactions to the topic / subject matter.

Final Presentation

Students must make a 3-5 minute presentation about their experience on the program. Presentations will be scheduled during the final class meeting.

All assignments are subject to change.

SCHEDULED READINGS, ACTIVITIES, AND ASSIGNMENTS

CHAPTER 1: Volunteerism (August 7 – 9)

READING: History, Mission and Vision of Ronald McDonald House – www.rmhc.org
“International Visitors Experience U.S. Volunteerism Firsthand in
‘Volunteerism: United We Serve’ Project.” U.S. Federal News
Service, April 9, 2010.
“State Dept.: Volunteerism is Integral Part of U.S. Culture.” U.S. Federal
News Service, February 28, 2007.
The Yin and Yang of American Culture by Eun Y. Kim, pp. 85-97.

LECTURE: Ms. Micki Meyer, Director of Community Engagement, Rollins College

EXPERIENCE: Ronald McDonald House Project (August 8-9)

ASSIGNMENT: Reaction Paper; 2-3 pages, double-spaced, cite at least 2 of the readings
Choose one of the following topics about the experience that had the
greatest impact on you and reflect on it, comparing it to Chinese culture,
where applicable:

- 1) Volunteerism
- 2) Ronald McDonald House history
- 3) Planning the Project with your team
- 4) Sharing your culture with the families you served

DUE: August 12

CHAPTER 2: America's Worldview & Foreign Affairs (September 25; October 2)

READING: The Yin and Yang of American Culture by Eun Y. Kim, pp. xi – 15; 166-181;
and 188-199.
The Reluctant Fundamentalist by Mohsin Hamid

EXPERIENCE: reception with Arun Gandhi, peace activist and proponent of non-
violence

ASSIGNMENT: Reaction Paper; 2-3 pages, double-spaced, cite at least 2 of the readings.
Choose one of the following topics about the reading or the experience
that had the greatest impact on you and reflect on it.

- 1) America's role in foreign affairs / perception of their
involvement
- 2) Reluctant Fundamentalist
- 3) Experience meeting Arun Gandhi – how do the reading
connect to Arun Gandhi's role as a peace activist

DUE: October 9

CHAPTER 3: American Music – blues and gospel (October 9 – 16)

READING: tbd

FILM: *Martin Scorsese Presents the Blues: Episode 1, Feel Like Going Home*
Martin Scorsese (2003)

EXPERIENCE: House of Blues: Sunday Gospel Brunch (morning of October 13)

ASSIGNMENT: Reaction Paper; 2-3 pages, double-spaced. Please write a paper discussing your reaction to the film and the gospel brunch.

DUE: October 23

CHAPTER 4: American Myths & Spiritual Beliefs (October 23)

READING: The Yin and Yang of American Culture by Eun Y. Kim, pp. 196-199.
Additional readings as assigned.

EXPERIENCE: Halloween Howl (October 26)

ASSIGNMENT: Quiz on American Myths / Discussion on Halloween Howl (November 6)

CHAPTER 5: Wall Street: American business culture (November 6 – 20 and visit to local business or MBA class)

READING: The Yin and Yang of American Culture by Eun Y. Kim, pp. 36-49.
Additional readings as assigned.

EXPERIENCE: Students will sign up for 1 of 2 different experiences: (dates to be determined)

- 1) Visit an MBA class at the Crummer School of Business
- 2) Visit a local business – Orlando Magic (November 1)

ASSIGNMENTS:

- 1) If visiting an MBA class, read assignment from professor to be prepared for in-class discussion. If visiting a local business, prepare for business visit by reading about the company.
- 2) Prepare 3-5 questions for class based on reading, for host regarding the business, their experience in the industry, etc.

- 3) Each student will make a presentation in class about their experience (November 20)

CHAPTER 6: Children's Issues & Social Welfare System (December 4 - 11)

READING: The Yin and Yang of American Culture by Eun Y. Kim, pp. 78-84; 157-166.

EXPERIENCE: Holiday Funfest (December 11)

CHAPTER 7: Final Project (January 8)

PREPARATION FOR PROJECT: Outline of presentation is due on December 11

ASSIGNMENT: Students will prepare a 3-minute presentation on a topic of their choice related to their experience on the program. Presentations will be made during the End of Program Celebration on January 8.

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

STUDENTS WITH DISABILITIES

If you are a person with a disability and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate arrangements with

Gail Ridgeway, Disability Services Coordinator, located in the Mills Building, phone, 646-2354, e-mail: gridgeway@rollins.edu .

Statement Concerning Academic Excellence

In order to foster a challenging intellectual experience in this course, I have joined a number of other Rollins faculty members in a commitment to the following principles:

1. Believing that my high expectations are an indication of my respect for you and your capacity to work at a level of excellence you may not have thought possible.
I will follow the grading standards outlines in the college catalog:

Grade A is reserved for work that is exceptional in quality and shows keen insight, understanding, and initiative.

Grade B is given for work that is consistently superior (that is, not merely respectable or “average”) and shows interest, effort, or originality.

Grade C is a respectable grade. It reflects consistent daily preparation and satisfactory completion of all work required.

Grade D is the lowest passing grade. It is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.

Grade F is failing.

2. Recognizing that the work done in class is only a small part of your acquisition of an education—and that pursuing a college education should be thought of as the equivalent of a full-time job—, *I will design the assignments for this course so that you may plan to spend at least four to six hours a week outside of class doing assignments.*
3. *I will faithfully enforce the attendance policy stated in this syllabus, which makes clear that absences and lateness will affect course grades.*
4. Recognizing that college graduates must be able to communicate clearly and effectively, *I will not assign A's or B's to papers marred by an accumulation of the following errors*, which are so serious that they are usually seen as the markers of an uneducated writer:
 1. Sentence fragments
 2. Run-on sentences; comma splices
 3. Lack of agreement: subject/verb; noun/pronoun
 4. Lack of possessive apostrophe
 5. Dangling or misplaced modifiers
 6. Shifting verb tenses
 7. Unparallel constructions
 8. No comma after introductory element
 9. No comma after nonrestrictive element

10. Use of *I* as objective case pronoun
 11. Confusion between *it's* and *its*, *to* and *too*, and among *their*, *there*, and *they're*
 12. Misuse of colons and semicolons.
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5. In fairness to all students in the class and with the knowledge that, in the world beyond college, workers are expected to meet deadlines even in the absence of ideal circumstances, *I will faithfully enforce the policy concerning late work stated in this syllabus.*
 6. *I will assign evaluated work throughout the term; I will treat your work seriously and will respond to it as the serious endeavor of a serious student.*
 7. Knowing that ultimately your education is what you make it, I will encourage you to come to class prepared; *I will encourage you to initiate conversations, ask questions, and comment on the readings and other assignments; I will encourage you to engage your classmates in lively intellectual exchanges.*
 8. Because I want to be a part of your intellectual growth and because I enjoy the play of ideas, *I will be available to you during my office hours and at other scheduled times,* and I encourage you to use those times, not just for discussions of grades and assignments, but also of the ideas generated by the class.

Jenifer