

PORTLAND STATE UNIVERSITY
in partnership with the Gap Year Association (GYA)

ESM 102: Global Perspectives

COURSE SYLLABUS

CREDITS: 4 quarter-credits – Continuous Enrollment Course

Students who plan to use this course to fulfill specific requirements should discuss transfer options and obtain written approval from a counselor or study abroad advisor at their own college/university PRIOR to enrolling in this course.

PREREQUISITES:

There are NO prerequisites for this course.

METHOD OF INSTRUCTION:

This course is a field-based self-study. The course instructor will correspond with the student and provide written feedback on course assignments via email and other remote communication.

INSTRUCTOR OF RECORD:

PSU has approved the following Instructors of Record, one of whom will be assigned to you (typically two+ weeks prior to the beginning of your program):

- Britt Basel, MS - brittbasel@ecothropic.com
 - Dianna Hahn, MA - dianna@gapyearassociation.org
 - Alexander Papouchis, MS - alexpapouchis@gmail.com
 - Cam Sylvester, MA – ccamsylvester@gmail.com
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COURSE DESCRIPTION:

This course is designed to provide hands-on learning opportunities for undergraduate students who undertake study away opportunities. It offers the student an opportunity to learn outside of the classroom and to learn first-hand about local issues of global citizenship observed through travel. It will provide an introduction to the richness of cultures in the world, drawing on perspectives from the locals themselves, and rooted in the humanities and social sciences. Students will explore the balance between political, economic, environmental, and cultural systems, to cultivate skills and attitudes in support of global citizenship.

COURSE EXPECTATIONS:

- **Environment of Respect:** Disagreement and diversity of opinions are encouraged. You will be challenged to think critically about the impact of cultural differences, which may include gender, race, the roles environment has in business and market development, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity. You are encouraged to ask difficult questions and engage in discussion and critical reflection. Please be respectful of others, listen, and try to understand differences.
- **Experiential Learning:** In this course, learning is an experiential process in which you have the opportunity to engage in and reflect on a variety of different experiences throughout the term. The richness of this class will depend on the questions, insights, and active participation that you bring.
- **Personal Responsibility:** You are expected to engage fully in this class and take action if you need help. Please communicate any concerns about assignments, deadlines, or classroom activities.
- **Academic Integrity:** Please adhere to university policies. Please take special note of policies regarding plagiarism and course withdrawal. It is expected that each student will prepare his or her own assignments and that any assignments submitted will be the sole work of the student. Academic dishonesty, including cheating, plagiarism, or knowingly furnishing false information, will

not be tolerated. The University's Code of Student Conduct may be found at <https://www.pdx.edu/dos/psu-student-code-conduct>.

STUDENT OUTCOMES:

Upon completion of this course, participants will be able to:

- Demonstrate knowledge of the forces of tradition and modernity, nationalism, colonialism and empire, and globalization and development.
- Demonstrate knowledge of perspectives, attitudes, and beliefs of another culture.
- Appreciate the diversity and interconnectedness of the human experience.
- Relate the importance of ecosystem conservation to the survival of all ecosystems worldwide.
- Build, take part in building, and learn about alternative practices (ie, biogas systems, alternative building techniques, organic farming, greenhouse gasses and carbon offsets, ecosystem management).
- Witness and interview first-hand local artists, environmentalists, and/or environmental managers to learn about current methods and relevant issues.
- Experience and learn about the inherent tensions between local populations and their needs, balanced with issues of environmental conservation.
- Select articles and journals related to the travel/study experience and analyze them critically.

CONTACT HOURS, EXCURSIONS, AND METHODS OF INSTRUCTION:

A total of **40 volunteer hours** will be facilitated. Additional hours may come in the form of:

- On-site instruction with local guides, group field trips, independent travel, and guest speakers.
- Books, periodicals, and videos provided by on-site organization/tour operator.
- Volunteering with environmental conservation projects (ie, reforestation, invasive species removal, censusing of local fauna, etc.).
- Introduction to, and volunteering on alternative building and/or alternative energy projects and methods.
- Interviews with local inhabitants.
- Interviews with fellow students and travelers.
- Engagement, participation, or interviews with local government groups, agencies, representatives to the extent that it informs and adds context to experience.

ASSIGNMENTS

REQUIRED HOURS: You must complete 40 contact hours as described above. The Gap Year Association will provide verification of hours.

DAILY JOURNAL: The journal requirement is an important component of your grade for this course. It will count for 30% of your final grade. Elements that make a strong journal include self-reflection and evidence of critical thinking.

If you are enrolled in multiple courses, you are only required to **maintain one journal for all courses**

Journals should be **handwritten and legible**, as handwritten reflections tend to be deeper and more insightful than those maintained digitally. Additionally, many programs have limitations to device usage in different locations; as such, a typed version may not be an option.

Journals will be graded as follows:

- **Self-reflection (20%):** Ask yourself critical questions about the experience you are having. How is this different from what you expected? What personal challenges are you experiencing? How are you learning and growing from this experience?

- **Reflection about your location and host culture (20%):** What is similar to and/or different from your home culture/environment? What is unique about this place/location? How is your day-to-day experience and learning in the host culture challenging or validating your worldviews?
- **Sharing reflections on group dynamics (20%):** What lessons can you take away from the experience you are having with your cohort? How are you developing or changing within the group?
- **Reflection on specific course themes (20%):** Review the student outcomes from the courses you are registered for. In your journal entries, speak directly about your inquiry and learning related to those course themes.
- **Quality & Consistency (20%):** Journaling every day or every few days with focus on the above elements will lead to higher quality journals and a better overall journal grade.

REQUIRED READING: You must read at least **ONE** book from the Recommended Reading list and demonstrate knowledge learned and/or perspectives expressed (**with [MLA](#) or [APA](#) citations**) in your FINAL REPORT.

A **FINAL REPORT** of insights gained from your study-away experience is required in order to complete the course. **Our expectation is that the paper you submit will reflect college-level writing.** Your report should be 8-10 pages in length. Reports must be typed (double spaced) with a cover page that includes your name, the academic quarter (e.g. fall 2021), the name of the program you attended, and the course number.

Submit a comprehensive analysis of ONE volunteer experience during your travel/study experience. In your report, describe the organization and its mission, the issue the organization addresses and how the organization impacts—or is impacted by—environmental, economic, political, and cultural practices. Explain the solutions that are being implemented to address any conflicts; or, alternatively, any solutions you believe will help in addressing issues and why.

As you research the issue you might want to consider how the issue became a problem, what are the long-term effects of the issue, the history of the organization, how the organization gets funding, how your volunteer work impacted the organization, and what kind of on-going support is necessary to resolve the issue. You should also explore and discuss any opposing views and perspectives you came across during your experience and how this impacts the community.

Final Report will be graded as follows:

- Description of organization and mission—10%
- Research and analysis of core issue the organization addresses—10%
- Analysis of other travelers relating to this issue—20%
- Analysis of local perspectives relating to this issue—20%
- Clarity and Organization of Ideas—20%
- Grammar and Punctuation—10%
- Ability to Demonstrate Knowledge from the Required Readings—10%

DEADLINES & SUBMISSIONS:

All course requirements must be submitted by:

- Fall Semester: January 20th
- Spring Semester: June 20th

SUBMITTING JOURNALS & FINAL REPORTS:

- **Journals:** Once complete, please capture legible images/scans of your handwritten journal and submit as **ONE COMPLETE** document via email/shared drive to your instructor. Instructors reserve the right to refuse your journal submission if it is not legible. Some tips for quality submission when photographing or scanning your journal:

- Ensure adequate light
- Use equal camera height/distance if taking photos of journal
- Turn OFF the flash
- Pay attention to shadows and reflections
- Ensure the entire page is captured and sections are not cut off (even margins)!
- **Final report:** Please email or share your final report with your Instructor of Record

COURSE EVALUATION:

- **Daily Journal** (30% of total course grade): Evaluation criteria include, but are not limited to, clearly presented ideas and observations, creative thought, and relevant concepts.
- **Final Paper** (70% of total course grade): Evaluation criteria include, but are not limited to, appropriate grammar and verb use, format, content relevance, organization, analysis, originality, and summarization skills.
- **Required Readings:** This is a requirement for successful completion of this class and 10% of your paper grade depends on your referencing examples and lessons learned. Citations are required.
- **Required Hours:** The Gap Year Association will provide verification of these hours.
- **Grading:** This course is graded with letter grades A - F. See more details about PSU's grading system [here](#).

READING LIST

Students must read and cite at least ONE book in the final assignment. The following books have been approved for this course. Any other books not on this list must first be approved by your Instructor of Record.

ALL REGIONS:

Cradle to Cradle, by William McDonough and Michael Braungart

A manifesto for a radically different philosophy and practice of manufacture and environmentalism.

Manifestos on the Future of Food and Seed, by Vandana Shiva

A short collection of essays about what we eat and how we grow it.

Water Wars: Privatization, Pollution, and Profit, by Vandana Shiva

The story of activists who are fighting corporate maneuvers to control access to water.

The Sixth Extinction: An Unnatural History, by Elizabeth Kolbert

A book about the future of the world, and the mass extinction unfolding before our eyes

(Fiction) *Ecotopia*, by Ernest Callenbach

William Weston, a young journalist, visits Ecotopia, an energy-efficient mini city with no urban sprawl, pollution, and a female dominated government and is determined to report his findings objectively.

Drawdown, by Paul Hawken

Drawdown maps, measures, models, and describes the 100 most substantive solutions to global warming. For each solution, we describe its history, the carbon impact it provides, the relative cost and savings, the path to adoption, and how it works.

So Far From Home: Lost and Found in Our Brave New World, by Margaret J. Wheatley

This book describes how we can be warriors for the human spirit. It contains maps of how we ended up in a world nobody wants—overtaken by greed, self-interest, and oppressive power—the very opposite of what we worked so hard to create. These maps look deeply into the darkness of this time so that we can develop the insight we need to contribute in meaningful ways.

Conscious Living, by Gay Hendricks

A book offering insights into the fundamental truths of daily life. Five simple lessons rooted in the ancient tradition of Stoicism and Taoism, to help overcome obstacles and awaken an active life.

Pathologies of Power: Health, Human Rights, and the New War on the Poor, by Paul Farmer

With passionate eyewitness accounts from the prisons of Russia and the beleaguered villages of Haiti and Chiapas, this book links the lived experiences of individual victims to a broader analysis of structural violence. Explores the relationships between political and economic injustice, on one hand, and the suffering and illness of the powerless, on the other.

The Omnivore's Dilemma, by Michael Pollan

Through an analysis that interlaces history, science, and sociology, Pollan explores how America has shifted priorities around the economics of a single crop and the implications this has on production and consumption of many products.

This Changes Everything: Capitalism vs. the Climate, by Naomi Klein

Klein argues that our addiction to carbon is fueling our inability to radically tackle the biggest problem of our time. Climate change is a wake-up call delivered through severe weather events. Klein further explores how it is interwoven through poverty and development.

CENTRAL AMERICA:

The World Without Us, by Alan Weisman

If human beings disappeared instantaneously from the Earth, what would happen? Alan Weisman draws on every field of science to present an environmental assessment of a world without humans.

Jaguar: One Man's Struggle To Establish The World's First Jaguar Preserve, by Alan Rabinowitz

In 1983, zoologist Alan Rabinowitz ventured into the rainforest of Belize, determined to study the little-known jaguar in its natural habitat and to establish the world's first jaguar preserve.

INDIA:

Jungle Lore, by Jim Corbett

Corbett's autobiography of his life and career as a conservationist in India.

Relicts of a Beautiful Sea: Survival, Extinction, and Conservation in a Desert World, by Christopher Norment

By telling the story of little known desert creatures, Norment illustrates the beauty of evolution and explores ethical and practical issues of conservation.

SOUTH AMERICA:

One River, by Wade Davis

The story of two generations of scientific explorers in South America.

Mother of God: An Extraordinary Journey into the Uncharted Tributaries of the Western Amazon, by Paul Rosolie

Explorer Paul Rosolie's adventure in the uncharted tributaries of the Western Amazon.

Walking the Amazon, by Ed Stafford

The story of Ed Stafford who set off to become the first man ever to walk the entire length of the Amazon.