Ball State University

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for

Research Paper/Creative Project (RES 697/ CRPRJ 698) (3 HRS.) Master’s Candidates

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Title:  Global Community: Creating a Living-Learning Community for International and American Students

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Dean, Graduate School                                  Date

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GLOBAL COMMUNITY: CREATING A LIVING LEARNING COMMUNITY
FOR INTERNATIONAL AND AMERICAN STUDENTS

A CREATIVE PROJECT

SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

MASTER OF ARTS IN

STUDENT AFFAIRS ADMINISTRATION IN HIGHER EDUCATION

BY

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This purpose of this project was to create a living learning community within an international hall. The creation of this project brought cultural awareness to both American and international students and provided an area for cultural immersion for students who hoped to learn and be a part of study abroad in the future. International students faced challenges with culture shock and interaction with American students upon travel and study in the United States. For American students, many had similar challenges with host national interaction. For many students studying abroad, little is known about cultural differences and similarities. To enhance international education in the future, the living-learning community provided opportunities for heavy cross-cultural interaction, opportunities to understand cultural diversity though programs and educational sessions, and opportunities to build friendships with students from various cultural backgrounds.
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CHAPTER ONE

INTRODUCTION

The importance of international awareness, the application of global perspectives to employment opportunities, and experience in cultural settings heightened student participation in international education programs (Deutsch, 1970). Students and higher education professionals understood the impact of such programs on international attitudes, local economies, cross-cultural competencies, and future careers in the global marketplace (Arthur, 2004). de Wit (2002) argued for the increase in international education programs when he stated, “an important argument for the internationalization of higher education is the contribution it should make to improve the quality of higher education,” (p. 154). International programs provided opportunities for students to engage in interaction with students from other cultures, which helped them to better understand other societies and their own.

While international education was created in large part to help promote cross cultural interaction and enhanced global learning, students traveling to the United States and going abroad were faced with emotional and social challenges such as discrimination, language barriers, conflicts with host culture norms, problems with host national interaction, and re-entry issues (Arthur, 2004). A key component in promoting cross-cultural competencies and positive international attitudes was internationalizing
higher education in the United States through involving programming, and faculty and student interaction (Deutsch, 1970). Because living learning communities supported positive student involvement, faculty interaction, relationship building in a community setting, and promoted persistence and retention, they could be used as a means to assist students experiencing social, emotional, and academic challenges (Engstrom, & Tinto, 2008; Jaffee, 2007)

This creative project introduced an international student and American student living-learning community on an American campus. The living-learning community helped with issues of cross-cultural interaction between foreign and domestic students, faculty interaction, cultural knowledge for students preparing to study abroad, language preparation, study techniques, culture shock, and reentry by involving students in discussion, community programming, travel excursions, education, and high levels of interaction. The creative project created a framework for an American living learning community and the programs, course work, activities, discussions, and prospects international students and American students could engage in to promote cross-cultural interaction, positive student development, and higher international programs standards while living in the community environment.

Statement of Purpose

The purpose of this creative project was to create a living-learning community at an American institution for international students and American students who were interested in study abroad opportunities, international studies, or international relations and understanding. The project was created to enhance the quality of cross-cultural interaction and relationship building between international and American students for the
continued success of international education in the future. The living-learning community created learning opportunities and opportunities for growth through courses on cultural understanding, pre-trip orientation planning, tips on living in host cultures, and reentry procedures. Finally, the project assisted students in leadership and involvement roles by the development of a student organization based on international exchange, interaction and understanding.

Significance of the Study

The goal of this creative project was to identify challenges international and American students faced while studying abroad and assist in alleviating those challenges by implementing community, knowledge, and involvement in a living-learning community. While cultural programming on campuses across the nation improved interaction somewhat, there was a gap in the literature on how living-learning community interaction could significantly enhance cross-cultural interaction for international students and American students. Too often, international students in learning communities were placed together in totally international student communities. By seeking out American students who were interested in studying abroad and international studies, and paring them with international students under a living learning community, students could share in their experiences and challenges and create an environment of awareness and opportunity for strong connection and lasting cross-cultural impacts.

Scope and Limitations

The living-learning community was created with the hope of having a residence hall constructed to provide the physical environment for the student community. This community was designed to have 50 to 100 international students as well as 50 to 100
American students in a two-to-a-room living environment, with a classroom, dining area, living room area, study lounge, multipurpose hall, and a faculty residential area. The living-learning community was designed to employ residence life staff who believed in the mission of the living learning community.

The project was created in hopes of having enough American students to pair in a room with international students, and the willingness of American students to participate in cross-cultural interactions. If not enough students would participate in the living learning community, the concept of American and international student interaction would suffer. If there were not enough students to match in a room with international students, international students could pair together and still be a part of the daily interactions of the learning community.

As the Global Community opened its doors to international and American students through the first weekend orientation, it should be known that freshmen students already had their new student orientation, and new international students previously were advised on all immigration paperwork, personal financial issues, insurance procedures, health awareness in the United States, and employment documentation.

Organization of the Paper

This creative project was organized into four chapters. Chapter two reviewed the related literature on international student and American student interest in foreign study, challenges they faced while abroad, and the positive impact of living learning communities on student development and involvement. Chapter three included a description of the methodology used in the creation of this project. Chapter four highlighted how the project was implemented in the campus.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Summary of the Project

The importance of international exchange programs in colleges and universities has increased because of the necessity for students to achieve both cross-cultural interaction and global competence (Arthur, 2004; Pickert 1992). International education programs have increased because of a heightened need for employees to have awareness of international relational skills and because students sought programs which enhanced their foreign language abilities, their personal development, and independence (Deutsch, 1970). As international programs grew, institutions had the opportunity and responsibility to gain an international frame of reference to assist both students being hosted at the campuses or leaving the institution to be hosted internationally.

Deutsch (1970) suggested an increase in international education throughout American institutions. However, there was inconsistency between the need for internationalization and the operation of programs which sometimes failed to assist international students and American students interested in cultural relations. Although attempts were made to provide supportive environments for international education, some students coming to the United States experienced stress, depression, frustration, and fear (Arthur, 2004). Because interaction between international and domestic students was
found to increase support and value for students associated with international education, institutions needed to create beneficial climates for international activities on campuses (Arthur, 2004; Deutsch, 1970; Dowling, & Shaffer, 1966; Hayes, & Lin, 1994). In order to promote institutional attention and support, an international and American student living learning community could be established to bridge the inconsistency between need and support for internationalism at American universities.

International Students in American Institutions

International student and faculty presence on American campuses played a large role in the internationalization of higher education. Institutions hoping to create global perspectives sought high numbers of international students to promote the environment for such learning (Arthur, 2004; Deutsch, 1970; Lambert, 1995). International students offered opportunities for American students to understand other cultures and to participate in Multicultural experiences (de Wit, 2002; Pickert, 1992). Breuning (2007) stated, “intercultural education is widely perceived as desirable and international students are increasingly perceived as a resource for fostering intercultural competencies among American college students” (p. 1114).

Recruiting international students to the United States was important for local and national economic development and promoting world peace through global education (Arthur, 2004; de Wit, 2002). Briggs, Dreasher, Horner, Nelson, & Peterson (1999) argued, “their economic impact continues upon their return home with their purchases of U.S. goods and services, which create many new American jobs annually,” (p. 68).
Reasons for Traveling to the United States

Research suggested that for many international students, a reason to travel to the United States was to pursue experiences and education which enhanced their professional careers in the future (Arthur, 2004). Further reasons for traveling to the United States were to enhance language skills, and to experience personal changes and profound learning (Carlson, Opper, & Tiechler, 1990). In their international education experiences, students hoped to broaden their cultural backgrounds.

Challenges International Students Face in the United States (Arthur, 2004)

Upon traveling to the United States, students faced transitions which were in contrast to their native cultural understandings and exposed them to dissonance while in higher education settings. This dissonance was described as “culture shock,” (p. 19) where students experienced conflict with the host culture as well as having problems with adaptation. In some cases, culture shock led to stages of crisis where students remained completely closed to local surroundings and experienced depression, anxiety, and psychological stress. Students in this phase of culture shock often longed to return home.

Many students traveling to institutions in the United States experienced “role shock,” (p. 55) where they faced changes in their social status and confusion about their relationships and social interactions (Deutsch, 1970; Hayes, & Lin, 1994). Experiencing role shock and dissonance in their once understood statuses and behaviors led to questions regarding personal identity and sense of security.

Along with feelings of culture and role shock, many students experienced a lack of social support upon entering the United States. In cases where students felt they had
inadequate social support, they experienced high levels of stress and loss. Hayes and Lin (1994) stated:

In moving to another country for the first time, international students experience a profound sense of loss. As a consequence, they often feel less confident, sense unremitting tension, take less time off, enjoy it even less, and become confused over how to have fun. (p. 7)

When international students faced prejudice during their sojourn, fears associated with the discrimination negatively affected their learning experiences and social adjustment stages (Deutsch, 1970; Hayes, & Lin, 1994). International students discussed having fears of establishing relationships and social networks with American students because of discrimination.

An issue international students encountered when living and studying in the United States was problems with language competency (Carlson et al., 1990; Hayes, & Lin, 1994). Foreign students with a low level of English competency were embarrassed by their accents, in making themselves understood in the academic setting, and joining in classroom and social conversation. Students with low levels of English proficiency had a difficult time adapting to points of view and in expressing their anxieties and needs for social support within the host culture. Arthur found “the reasons for their hesitancy can be related to concerns about language competency and about what constitutes socially appropriate behavior in new cultural contexts,” (p. 40).

As students faced issues stemming from poor cultural adaptation and language barriers, they often sought assistance from people who had similar backgrounds and experiences. Many international students faced criticisms for connecting with peers from
similar backgrounds instead of American students while in the U.S., but for international students the experience of confiding in co-nationals was easier than befriending the more unfamiliar students on campus. While temporarily reducing their stress by confiding in peers from similar cultural backgrounds, the poor adjustment to the host culture worsened.

Interaction with Host Nationals (Arthur, 2004)

A key strategy used by international students to integrate into a new campus culture was participating as active members of the new culture. One of the most successful ways for foreign students to integrate into the campus culture was through positive interaction with host nationals. Interaction helped international students in the acculturation process, and assisted them in their satisfaction with the educational experience (Hayes, & Lin, 1994). Researchers suggested involvement in campus organizations was an attainable way for international students to meet and be befriended by American students (Deutsch, 1970). Breuning (2007) reported, “there is a relationship between involvement in student organizations that are targeted either to American students (or equally to American and international students) and spending more time socializing with American students” (p. 1119). The amount of social interaction with American students was found to be related to the attitudes one developed about America while studying in higher education (Deutsch, 1970).

Although positive interaction was shown throughout research to help international students adjust to American culture, it was suggested international students had challenges when trying to develop relationships with American students (Deutsch, 1970; Dowling, & Shaffer, 1966; Hayes, & Lin, 1994; Opper et al, 1990). Arthur suggested
while international students sought cross-cultural transitions, “in contrast, members of the host culture and campus community may be less motivated to learn about the culture of international students,” (p. 25). Many times, international students hoped for opportunities for cultural growth and adjustment but were unsuccessful in their pursuits.

Reentry (Arthur, 2004)

As an international student, one had to deal with the stresses of managing the transition away from their home, adjusting to the transition of living in a foreign country, leaving the host country, and then managing the transitions back to the home country. While still in the host country, international students were shown to not expect to experience these difficulties in their transitions home and many times were not prepared for the struggles awaiting them upon their return home. For students studying internationally, “the transition home can be equally, if not more, difficult” (pp. 62-63). Students returning to their home country faced disregard by their families and peers of the changes that occurred in them, and lack of social support for the sharing of their experience.

American Students Studying Abroad

American institutions of higher education were supportive of assisting American students in their international pursuits (Deutsch, 1970). American institutions realized the importance of students developing global perspectives, and understood study abroad programs were a powerful way for students to gain global awareness (Kauffmann, Martin, Weaver, & Weaver, 1992). Administrators sought to “produce graduates who not only are aware of the interconnections among regions of the world, but are willing to consider national perspectives other than their own” (Pickert, 1992, p. 1).
Students who studied abroad had multiple perspectives of other cultures, higher levels of understanding of international issues, and increased knowledge in one’s academic discipline (Kauffmann et al., 1992). Students who gained perspectives of multiple cultures were prepared to function in a global world as well as members of a diverse American society (Burn, Carlson, Useem, & Yachimowicz, 1990). The success of study abroad programs to develop globally aware individuals created a stronger demand for the generation of more programs and for more space in these programs. Arthur (2004) discovered, “a fundamental value in most models of internationalization is the need to prepare students, individual institutions, and nations for competition in the global marketplace,” (p. 3).

Reasons American Students Study Abroad

Research proposed many outcomes were desired from enlisting in study abroad opportunities. Laubscher (1994) stated, “the students’ perceived outcomes can be aggregated into three distinct categories: personal development, changes in perspective, and awareness of what it is like to be different,” (p. 92). Traditional reasons to study abroad were suggested such as the desire to travel, professional development, and the hope to improve in foreign languages (Burn et al., 1990; Pickert, 1992).

Students who participated in study abroad programs stated a goal they had while studying abroad was personal development (Burn et al., 1990; Kauffmann et al., 1992; Laubscher, 1994; Opper et al., 1990). Living and studying abroad was seen as a powerful mode of self-transformation. Students were suggested to grow in perceptions of themselves and in the world around them (Kauffmann et al., 1992) While researching the benefits and outcomes of experiences abroad, Laubscher (1994) said, “patience,
tolerance, open-mindedness, acceptance-are all words the informants used in describing personal qualities they felt had been enhanced by their experiences abroad,” (p. 82). Students gained a sense of independence and self-reliance by immersing themselves in foreign cultures. By leaving the comfort of their families and home lifestyles, students became more confident in striking out on their own (Laubscher, 1994). Students who studied abroad were shown to have a greater capacity for independent work and study. Burn et al. (1990) reported “more important [to them] after their study abroad experience are interdisciplinary approaches to learning and independent work,” (p. 114).

Students who enlisted in study abroad and who lived abroad stated they experienced changes in their perspectives of their home cultures and of various cultures in general (Opper et al., 1990). Research indicated, “it is widely assumed that an understanding of other cultures stimulates, in turn, some reflection about one’s own culture, and even a reconsideration of values in general, apart from application to any specific country,” (p. 117). Studying abroad gave students better perspectives about their own home country and society. Students who traveled abroad cited self reflection of home society and culture through observation and interaction with the host culture (Kauffmann et al., 1992; Laubscher, 1994).

Students who studied abroad reported that while abroad, they began to have a heightened awareness of what it felt like to be different (Laubscher, 1994). Because students were met with values and beliefs different than their own, they had to re-examine their values and consciously decide to be open-minded to difference. Kauffmann et al. (1992) theorized the following:
Not only does personal development mean differentiation of one’s self from others, but it also means integration of the self with others. Study abroad provides a fertile environment for the furtherance of this kind of integration, what we are calling interpersonal development. It introduces students to different cultures, providing the opportunity for them to open their minds to people with different ideas and values, and maybe even to begin to appreciate the differences in such a way that their lives will be enriched and their network of belonging expanded. (pp. 105-106)

Students who sought study abroad opportunities did so for academic and professional development (Opper et al., 1990). Students largely applied for study abroad programs to gain language development and intellectual insights they could not find in the traditional classroom. Laubscher (1994) explained, “well before departure the students were already looking beyond the curriculum and the classroom in assessing the ways in which an education abroad program could contribute to their maturation and development,” (p. 21).

Because of an interest by employers for their employees to have global awareness, students stated career factors played a large role in applying to study abroad programs (Burn et al., 1990; Kauffmann et al., 1992; Opper et al., 1990). Students understood the importance of having cross-cultural experiences as employees and were convinced studying abroad would help them in their future occupational goals.

Challenges for American Students Abroad

While research on American international students focused on reasons and results of studying abroad, Laubscher (1994) found American students faced challenges while
abroad. Students realized they were a minority when abroad, they were sensitive to the emergence of being different. Independent learning was found to be a point of growth in studying abroad, but for some students this was a radical shift in patterns of work and study than they had experienced at home (Opper et al., 1990).

The biggest challenge cited for American students studying abroad was the disorientation associated in coping with a second language (Burn et al., 1990; Laubscher, 1994; Opper et al., 1990). While in foreign classroom settings, students needed to focus more on lectures and to learn to produce papers and examinations in foreign languages. While language was found to be disorienting, it was shown to empower the students because being forced to cope helped them to overcome linguistic challenges as well as curricular differences (Opper et al., 1990).

Interaction with Host Nationals

American students felt their exchanges were more successful when they had significant interaction with host nationals (Laubscher, 1994; Pickert, 1992). Burn et al. (1990) held “the American students reported that the contacts they had with host country students as well as with other nationals of the host country contributed greatly and about equally to their experience abroad,” (p. 41). American students felt they learned more about themselves and about the host culture when they shared time and experiences with host nationals and students. Through discussion with host families and students, Americans became familiar with their host country.

Kauffmann et al. (1992) suggested American students many times stayed with American student peers while abroad which took away from “growth-producing experiences in the new environment,” (p. 107). American students were reported to have
similar difficulties in establishing close relationships with host culture students as internationals in America had, but were found to have greater interaction and closer relationships when they were involved in organized student activities within the host institution (Laubscher, 1994).

Reentry

According to Kauffmann et al. (1992) “for some students reentry is not difficult. Most students, however express some degree of stress in returning to the North American culture” (p. 115). Students who immersed themselves in the host culture found reentry was difficult because of the multiple changes in perspectives and self which occurred while studying abroad. Students who experienced changes abroad felt alienation from family and close friends, and they found it hard to accept the values and beliefs of their home culture. Not only did students have reentry issues within their homes and close relationships, but also found the reentry process disheartening at their home institutions (Burn et al., 1990). While reintegrating in their campuses, students felt their experiences were ignored, and that reintegrating to their academic and social life was problematic.

Students expressed reentry courses helped their process of reintegration and found international activities on campus helped them stay connected to their newfound cultural awareness. Kauffmann et al. (1992) suggested:

Almost every student we interviewed mentioned being more involved in international affairs by joining clubs, participating in extracurricular activities, seeking out international students, and in general, finding ways to demonstrate behaviorally their newfound international perspective. Several students sought
out others who had also been abroad and could share common experiences. (pp. 85-86).

Ways International Programs Can Be Enhanced in American Institutions

Kauffmann et al. wrote “if individuals are simply given the opportunity to interact, mutual understanding and positive attitudes will ensue,” (p. 58). Because interaction and social support were shown to be important for international student involvement and adjustment, administrators were called to question whether or not their campus programs and activities contributed to international involvement and understanding, as well as the quality of internationalization occurring at their campuses (de Wit, 2002; Deutsch, 1970; Laubscher, 1994). Making international education more visible throughout the campus was a way to increase resources for internationalization (Briggs et al., 1999). Demand for institutions of higher education to offer educational programs and activities which revolved around international topics increased in importance from globally aware students and faculty (Pickert, 1992). International interaction through activities and programs helped American students prepare to work in multicultural settings. Pickert (1992) explained, “people coming out of American higher education must be more cognizant of the ties that bind the regions of the world. They must be willing to consider perspectives held by people whose cultures differ from their own,” (p. 61).

Orientation and Preparation Courses

Orientation services offered to students before they departed and upon arrival were important in helping them adapt to different situations at host institutions (Deutsch, 1970). Deutsch explained, “students are more likely to have difficulties in their courses if
they received relatively less prior information about the country in which they are studying,” (p. 68) and went on to state, “the oriented foreigner will have a better capacity to function without difficulties, since he should be able to predict problems with greater ease and also may have learned how to cope with them,” (p. 73).

Some orientation meetings offered students language assistance in group formats which encouraged them with social support issues (Arthur, 2004, Opper et al., 1990). Other measures to help students adjust to new cultures through orientation were connecting them with students at their home institutions who had returned from studying abroad. Information from students at the host institution who knew something about the institution could assist the traveling international student (Opper et al., 1990).

Campus Activities and Programs

Often, international students and programs that supported them were positioned apart from mainstream programs and students. This positioning underscored the difference in student cultures (Arthur, 2004). Programs that supported both international and local student populations helped interaction between the two cultures and promoted cross cultural exchanges. Campus personnel and administration needed to support the internationalization of campus activities (Arthur, 2004; de Wit, 2002). de Wit explained: “internationalization needs to be entrenched into the culture, policy, planning, and organization processes of the institution so that it is not marginalized or treated as a passing fad” (p. 124). Extra-curricular activities helped students immerse in the host culture (Kauffmann et al., 1992). Laubscher, 1994 affirmed, “direct participation in various kinds of activities combined with personal observation was one of the major
Researchers offered examples of ways American institutions could initiate cross-cultural exchange through activities. De Wit (2002) proposed the creation of student clubs and associations with international and intercultural events, international alumni programs, and community based projects for all students supported positive exchange through extracurricular activity. Providing educational field trip opportunities for both international and American students enabled students to have direct contact with materials that were being taught in the classroom and helped them to learn about the community (Laubscher, 1994). Cultural campus activities and programs provided international experiences for students who could not travel abroad (Pickert, 1992).

Counseling and Support Services

Briggs et al., (1999) argued, “providing quality programs and services for international students is the cornerstone of any initiative to increase the numbers of international students and to retain those presently enrolled,” (p. 70). While advancing internationalism at American institutions was important, having staff and administrators who were sensitive to the needs and perceptions of international students was key to having successful international programs (Briggs et al., 1999). When speaking about the importance of a sensitive student affairs staff, Arthur (2004) stated:

Campus personnel must be aware of the complications of learning a second language, common transition issues, and ways to assist international students to feel at ease about accessing services. There is a need for a campus network of
resource people who have demonstrated cross-cultural sensitivity and interest in international students. (p. 7)

Quality counseling and support service were fundamental in assisting students to gain personal successes while studying in the United States (Arthur, 2004). Folkman and Lazarus (1984) determined that social support had a large effect on psychological adjustment and properly managing stresses. Counseling and support services were crucial because international students had sensitivities that demanded understanding of cultural and ethnic issues, and the challenges they faced from the impact of living in a foreign country (Arthur, 2004). For students experiencing culture shock, counseling centers could respond with helpful tips and relief for students. Arthur (2004) explained, “international students experience tremendous relief when counselors normalize their experiences and when they gain perspective about their experience of culture shock,” (p. 27). Counseling services helped international students understand their emotions and situations and were shown to assist students in dire situations which prevent them having to return home before completing their program.

One way colleges and universities provided support services was through mentoring and tutoring programs (Lassegard, 2008). Tutoring and mentoring programs eased international student adjustment to social and academic adjustment, as well as assisted in foreign language proficiency. In mentoring programs, peer students at the same or higher levels were paired with international students. Tutoring programs paired students involved in the same academic program. The pairings were shown to be put in place at student orientations or when students expressed desire to be in such programs. Lassegard (2008) stressed the importance of peer pairing programs by stating “the
important factor for them was that they had someone they could rely on if they needed help, not as an outsider, but as a peer who cared about them as individuals” (p. 361). International students who took part in peer pairing programs benefitted from the programs and responded positively to the interaction they received with American students (Lassegard, 2008).

*International Curriculum and Faculty Interaction*

Kauffmann et al. (1992) argued, “more colleges and universities should use study abroad as a major means of developing an international perspective for their students. All should find a way to make study abroad a viable option for general studies,” (p. 150). Providing information on internationalization and study abroad opportunities to students in the early stages of their college career increased the likelihood of their participation in such matters (Burn et al., 1990). World studies of any nature in undergraduate programs at American institutions motivated students to participate in study abroad programs and yearn for more international interaction (Burn, et al. 1990; Deutsch, 1970).

While international studies options were important for increasing American student knowledge of worldly matters, interaction with international students increased American student knowledge about foreign issues and countries. This interaction and knowledge “tends to influence a positive change in the attitudes toward the country,” (Deutsch, 1970, pp. 107-108).

Researchers attested international student taught courses was one way to help initiate the spread of global discussion between international and American students (Bruening, 2007; Pickert, 1992). International students hoped to share their heritage through student led events, public speaking, classroom discussion, and community
sharing through high school and middle school classes (Bruening, 2007). Lambert (1995) suggested American foreign language courses could integrate international students in discussion which would create linkages between the internationally oriented courses and the students who are closest to those experiences.

A key in creating increasingly successful international programs at American institutions was faculty interaction and appreciation for faculty interested in international studies (Arthur, 2004; Pickert, 1992). To support international education, Arthur (2004) recommended institutions should prepare faculty and personnel to gain competencies to support international education. Burn et al. (1990) cited when faculty members were enthusiastic about study abroad programs and international education, students were motivated to explore such possibilities. Rewards systems for faculty and personnel interested in international activities and programs were suggested to support faculty members in their initiatives to prepare students globally (Pickert, 1992).

Reentry Services

Host institutions assisting international students found programs addressing reentry issues had positive impacts upon their return to their home life and institutions (Arthur, 2004; Deutsch, 1970). Arthur (2004) stated, “as one of the last contact points with an educational institutions, re-entry programming goes a long way in sending home with students a clear message of support and concern for their future,” (p. 63). These programs helped introduce issues students faced with reentry as well as providing closure with the experiences of leaving the host country (Arthur, 2004). Reentry services encouraged students to consider their home life and to integrate the experiences they had while living abroad. Students receiving reentry services had the opportunity to recognize
and reflect on the changes they had made in themselves, their accomplishments while abroad, the loss they might have encountered upon returning home, and the strategies they could use to cope with future cultural transitions.

Feedback by students who returned to their home institutions was important because it generated ideas and reflections about the experiences abroad and on the transition to home (Arthur, 2004). Institutions needed to incorporate the observations and reflections to prepare new students expecting to travel on similar programs (Opper et al., 1990).

Living Learning Communities Effect on Interaction, Involvement, and Persistence

One way American colleges and universities promoted positive student outcomes such as student-to-student involvement and campus involvement while assisting in internationalization was through residence life and living learning communities (Engstrom, & Tinto, 2008; Deutsch, 1970). Vreeland and Bidwell (1965) reported that residential life affected student attitudes while in institutions of higher education. Deutsch (1970) suggested, “experiences with housing, employment, and some types of social relationships also are related to the basis on which people feel accepted or rejected,” (p. 82). International students who felt they had too much contact with people from their own country while abroad wished they had immersed themselves more in living and learning within the host country (Opper et al., 1990). When residence halls supported broad ranges of nationalities, there were more opportunities to intermingle with students of various backgrounds (Laubscher, 1994).

Astin (1993) theorized that student involvement was the primary determining factor in college student success. Academic, leadership, critical thinking, and
interpersonal skills were influenced through programs which supported collaborative learning, student-to-faculty interaction, and student-to-student interaction. Astin (1993) determined uninvolved students were not active in student and campus life, and had little contact with fellow student peers and faculty members. Astin (1999) found positive student outcomes when students felt their institution was student-oriented. Research noted cross-cultural interaction played a role in positive student outcomes such as greater cognitive development, leadership skills, cultural awareness, and a positive social-self concept (Astin, 2004).

Importance of Living Learning Communities

Learning communities were shown to promote academic persistence (Engstrom, & Tinto, 2008; Jaffee, 2007). Learning communities reintroduced and reinforced topics and concepts learned in the classroom, promoted student-to-student engagement and interaction, engaged students in active learning, and supported meaningful academic faculty-to-student relationships (Jaffee, 2007). Engstrom and Tinto (2008) maintained this position by stating:

We found that academically under-prepared students in the learning communities were significantly more engaged in a variety of activities than similar students on their campuses, including in classroom work and in activities involving their faculty and classmates in and outside of class. Simply put, students in the learning communities were more academically and socially engaged. (p. 47).

Students involved in learning communities felt supported and validated, and experienced encouragement and reported significant intellectual gain. (Engstrom, & Tinto, 2008) Lardner (2004) stated, “learning communities can be designed to invite
students from underrepresented groups into the academy and to help them stay and be academically successful,” (p. 115). This support was significant for students whose first language was not English because learning communities were safe places to learn, and were places where they could express themselves and participate more fully in the learning process. Engstom and Tinto (2008) explained, “ESL students emphasized how scared and anxious they were and how participation in the collaborative environment of the learning community helped them overcome their fear,” (p. 48). Experiencing learning communities heightened the sense of self within students, and increased their confidence in persisting to higher educational goals. Students involved in learning communities felt like they belonged in college and became more aware of their responsibilities as learners.

International students living in residence halls found it was easier to contact and interact with host peers (Opper et al., 1990). Students involved in residence life found their peers in the host country to be important influences on their sojourn. Learning communities had the potential to provide an environment for interaction and community interaction between students and faculty members (Jaffee, 2007). The features of shared classes, common curricular experiences, and possible residentially shared living encouraged community building within learning communities. Jaffee stated:

Community is largely based on the common age and academic inexperience of the students – that is, their homogeneity – coupled with copresence in several classes and, in some cases, a residential hall. Together, these collective experiences provide the social glue for community building. (p. 66).

Learning communities supported comfortable environments for students to exchange information and to share their beliefs among their peer cohort and collaborative
learning efforts (Engstrom, & Tinto, 2008; Jaffee, 2007). Collaboration in learning helped students to feel supported in their studies (Jaffee, 2007). Collaborative learning methods, used in learning communities, relied on active participation of all students to construct new knowledge and to achieve goals. This student led teaching and learning encouraged students to take responsibility for their knowledge. The importance of collaborative learning in the learning community was discussed by Jaffee (2007) when he maintained, “these established intra-cohort relations, coupled with the student desire for social interaction and dialogue, can be channeled toward class discussion, problem solving, active engagement in substantive content, and other learning objectives,” (p. 69).

The faculty interaction students received in the active learning process in learning communities contributed to the overall positive outcome of the collegiate experience (Jaffee, 2007). Faculty support both in and out of the classroom encouraged student engagement and support. Many students cited the assistance and encouragement faculty members gave them while being a part of a learning community (Engstrom, & Tinto, 2008).

Summary

More than ever, institutions of higher education were seen as pivotal communities which highly affected social-cultural environments (Deutsch, 1970). With colleges and universities playing the lead role in helping to produce worldly-minded individuals, it was important that they supported internationalism through cultural opportunities, programs and support services for both international students and American students (Dowling, & Shaffer, 1966). The review of related literature focused on reasons international and American students desired to study abroad, and areas within higher
education that needed attention due to lack of support and difficulties while living abroad. Above all, interaction with host students and nationals appeared to help students better adjust and adapt to living and studying internationally (Arthur, 2004; Laubscher, 1994; Pickert, 2002).

Residence life was suggested to be a way in which involvement within the host institution and interaction with host nationals could be encouraged (Deutsch, 1970). Living learning communities were investigated as a means to further the interaction and involvement because of the benefits of community bonding and collaborative learning (Jaffee, 2007). The creation of a living learning community which would promote interaction between American and international students would encourage environments that would increase international student support and cultural opportunities. Such communities would expose American students to cultural attitudes while providing community, support, and student and faculty interaction for international students. Engstrom and Tinto argued, “access without support is not opportunity. That institutions do not intentionally exclude students from college does not mean that they are including them as fully valued members of the institution and providing them with support that enables them to translate access into success,” (p.50). Creating an international and American student living learning community would prove an institution was being purposeful in including the students and actively pursuing global learning and cultural interaction.
CHAPTER THREE

METHODOLOGY

Statement of Purpose

The purpose of this creative project was to create a living-learning community at an American institution for international students and American students who were interested in study abroad opportunities, international studies, or international relations and understanding. The project was created to enhance the quality of cross-cultural interaction and relationship building between international and American students for the continued success of international education. The living-learning community created learning opportunities and opportunities for growth through courses on cultural understanding, pre-trip orientation planning, tips on living in host cultures, and reentry procedures. Finally, the project assisted students in leadership and involvement roles by the development of a student organization based on international exchange, interaction and understanding.

Overview

First, a literature review was conducted on the significance of international education, the challenges students faced while studying abroad, and the purpose and significance of living learning communities in higher education. Research focused on these topics in order to understand where problems arose in international education and
how modern higher education could alleviate some of the issues by programming and creating communities. Next, professionals who built and maintained living-learning communities which incorporated international and American students at various higher education institutions were interviewed to gain insight on which aspects of their programs worked, and where they thought there was room for growth.

Program Design

Astin (1993) proposed that academic, leadership, critical thinking, and interpersonal skills were influenced through programs which supported collaborative learning, student-to-faculty interaction, and student-to-student interaction. This project built upon this theory by creating a living-learning community for international and American students which provided opportunities, support, and encouragement for involvement and community in many facets of the university. The project was designed to create a community of international and American students in a residential hall setting, to educate the community’s students about various cultural topics, travel topics, language instruction, re-entry issues, and culture shock subjects, and to provide leadership and involvement opportunities for the students in the community.

Because the project relied on American student participation, the project established a website about the Global Community in which university students interested in learning more about global issues, studying abroad, or international studies could find information about these subjects. This website was linked on the International Education/Study Abroad website, the International Business and Studies website, as well as the Housing website. Upon deciding the Global Community was where they wanted to live their next year, the interested students would apply and register with the housing.
office for the Global Community Living Learning Community. The student could choose to register for the one credit per semester cultural course. While registering for the Living Learning Community, the students would have to fill out a personality profile and an interest profile so that the housing and Global Community staff could best match the personalities of the American student with an international student roommate.

International student participation was necessary in order to maintain the Global Community. To ensure international participation, each new international student coming to the university was required to live in the Global Community. If by chance the new incoming international student population was low for upcoming year, returning international students could complete an application and essay contest on why they would like to return to the Global Community. The international students were required to complete the personality and interest profile on their housing application so they could be best matched with an American student.

To introduce international students and American students to the Global Community, a weekend long orientation was designed to bring up issues of how to deal with culture shock, language barriers, and how to respect various cultures. All staff working in the Global Community would be trained on cultural sensitivity issues.

The next portion of the project focused on creative ways students could interact with one another. To support student-to-student interaction, all students participating in Global Community could choose to register for a graded one-credit cultural course. The course supported collaborative learning and group participation by cross-cultural topic discussions, interviews, and collaborative learning. Students could engage in tutoring sessions and language sessions with other students in the community.
Research discussed the link between faculty interaction and positive student outcomes (Deutsch, 1970). To promote faculty interaction, a faculty member in the International Studies department was to be housed in the Global Community. This faculty member led the cultural course and promoted faculty members at the institution to take part in the discussions and topics by presenting their knowledge to the students. This faculty member’s duties outside of the course was to promote community through hosting film nights, cultural poster sessions, highlighting members of the community, and sharing meals with the students in the dining hall. Faculty members in the Modern Language department and ESL department would be encouraged to be a part of the community by holding tutoring sessions in the Multipurpose Room. Staff members in the International Office and Study Abroad Office would be a part of the community by holding sessions on travel tips, re-entry issues, and ways to interact with students of other cultures. As international students ended their stay within the U.S. either at the end of the semester or year, the International Education staff would be on hand to assist in departure and reentry issues.

To promote involvement and leadership, all students in the Global Community could be a part of the Global Student Organization. This organization focused on providing knowledge about culture and challenges with studying abroad to the institutional community. The organization would help students work together further on cultural opportunities and allow them to have discussions so that stereotypes could be dismantled. The organization was open to membership outside of the Global Community, so that any student could participate in global knowledge, and so students who had studied abroad throughout the year could take part in an organization which
would help them with their reentry issues. This organization would focus on community
service issues, campus wide events, and dissemination of information to high school,
freshmen, commuter and adult learners. Finally, the Global Student Organization would
host a mini educational trip to a culturally-diverse area within the United States such as
New York, Los Angeles, San Francisco, Dallas, Chicago, etc. This trip would provide
the international student members an opportunity to see another area of the U.S., and help
American students see various cultures and languages in a city atmosphere. This
opportunity would help American students who hoped to study abroad understand how
transit systems work in large cities, and how various cultures interplay, to help them
decide if studying abroad would be something they could handle.

The final portion of the project would be a final cultural party (one for fall and
one for spring semester,) where all participants in the Global Community, and the Global
Student Organization would welcome the institutional community into the residential hall
multipurpose room to taste foods from around the world and to learn about various
countries. Alumni of the Global Community were welcome to participate, which would
help current members create further relationships with globally aware individuals. The
Global Community staff would build a password protected website so that all past,
present, and future members of the community could find contact information of each
individual to make global links throughout the future.
CHAPTER FOUR

PROGRAM FOR BUILDING AN INTERNATIONAL AND AMERICAN STUDENT LIVING LEARNING COMMUNITY: GLOBAL COMMUNITY

Project Summary

The living-learning community for international and American students was created to enhance community interaction between the two groups of students. Many times international students studying in the United States faced challenges when trying to make friends and interact with host nationals, and when trying to overcome culture shock and integrate into American society. American students studying abroad faced similar challenges in integrating into the host culture. Not only did the program create a living-learning community to promote interaction, but developed a student organization within the living-learning community to provide leadership and community development opportunities. The creation of the Global Community helped students to become knowledgeable of cross-cultural similarities and differences through conversation, community, specialized programming, and cultural courses. The Global Community was supported through a partnership between many campus areas. The collaboration took place through the Housing and Residence Life Office, Study Abroad Office, International Education Office, and both the Modern Language and Cultural Studies Departments.
Various departments throughout the campus believed in the mission of the Global Community and offered assistance in collaborative efforts throughout the year.

Efforts to Recruit Members to Register for Global Community

In order to recruit students to participate in the Global Community, the Global Community designed a website which highlighted the goals, mission, and information about the Global Community. This website (Appendices A-C) could be found as links on the institutions’ home page, as a link on the Housing and Residence Life website, and as a link on both the International Education Office and Study Abroad Office websites. Faculty members throughout the campus community were encouraged to discuss the Global Community in their classes. Students who took courses in language, international business and relations, multicultural education, and cultural studies were encouraged by their instructors to participate in the Global Community. The Study Abroad Office encouraged students who returned from exchange programs to participate in the Global Community upon their arrival as a way to help them keep close ties with cultural interests, and to alleviate reentry shock.

As students gained information about the Global Community through the website, class discussions, and encouragement from faculty and staff, they signed up for the community through the Office of Housing and Residence Life. The Housing and Residence Life “Global Community” application (Appendix D) was comprised of the Global Community Living-Learning Community application, a personality profile, a community agreement, and essays on why the student wanted to be a part of the global community (the essay was used as a qualifier in the event that too many students requested the community.) All new, incoming international students were required to be
a part of the Global Community. Upon admission to the university, the new international student would be advised by the admissions office in the International Education Office on the relevance and procedures for applying to the Global Community. Returning international students were encouraged to apply and American students who had previously lived in the Global Community were encouraged to apply as well.

Staffing

An informed, confident and energetic staff was necessary to have a successful living-learning community based on global issues and cross-cultural understanding. To have an effective residential experience, the Global Community employed within the hall a faculty member from the Cultural Studies Department to live within the hall and instruct the cultural course, an assistant hall director, a graduate student working on a master’s in student affairs, six residential assistant student staff members, and a group of students to staff the hall information desk. In addition to the staff members, an in-house Resident Cultural Assistant (RCA) was employed to act as a counselor for the community. The RCA provided support and advice in any situation requiring expertise on cultural sensitivity and acted as the advisor for the Global Student Organization. Each staff member was trained not only about residence life procedures, but also on appropriate ways to assist international students in adjustment and culture shock. All staff members were required to participate in the Global Community orientation, Global Community programs and sessions, and to assist students in their leadership development.
Weekend Orientation in Global Community

A weekend long orientation at the beginning of the academic year was an important component of the Global Community. As the students prepared to move to the Global Community, students were encouraged to bring with them things that reminded them of home because during the orientation and throughout the year they would need to share with their peers pieces of their home cultures. The orientation gave students the opportunity to learn about the mission of the living-learning community, and to learn about the opportunities they would be a part of within the year as a member of the community. The orientation was a four-day event (Appendix E). The orientation provided time for the staff, faculty, members of the Study Abroad Office, and members of the International Education Office to address issues students might encounter on adjustment, culture shock, teamwork, community policy, and program expectations (Appendices K-P). At each session, the students were given handouts, power point slides, and the year calendar in a binder (Appendices F-J).

Because orientation was a full weekend, students were encouraged to move in to the residence hall the Thursday before orientation began so that their living arrangements could be settled in time for orientation. The Thursday move-in day was a part of the orientation because a Thursday night activity introduced the students to one another, and the RCA delivered a welcome address. Students were emailed the schedule for the orientation a week prior to the Orientation so they would know what to expect upon arrival. Once students moved in to the hall, they were given another copy of the schedule in case they needed a printed copy.
Cultural Course Component

Enhancing cross-cultural interaction was a main objective in the creation of the Global Community. A cultural course was created to increase communication, knowledge, critical thinking, and community understanding in the Global Community. Students registered for the Global Community had the choice to register for the one-credit per semester culture course- CUL100 (Appendix Q). CUL100 ran the course of the semester and was held in the Global Community hall classroom on Sunday nights at 7:30-8:30 pm. The course was held on Sunday nights to ensure student participation. The course was designed to introduce students to historical and current concepts in cultural studies, and to help students think critically about topics. The course was led by the in-house faculty member from the Cultural Studies Department. To increase interaction between student and faculty, the faculty member was present during dining hours for student discussion about topics, and was present for the majority of Global Community programs offered on Thursday through Saturday nights throughout the semester. Many times, CUL100 hosted discussions for the Global Community program events.

Global Community Programs

To incorporate the campus community into the Global Community, the living-learning community hosted weekly cultural programs (Appendix R). The programs were typically offered in the Global Community’s Multipurpose Room and were on Thursday, Friday, or Saturday nights to ensure student participation. Program topics were decided upon by the Global Student Organization (GSO), the GSO Advisor, and the Faculty and Staff members in the Global Community.
To enhance community interaction, all flyers for programs were marketed towards all campus members, and family of campus members. Flyers were placed within the Global Community and in designated areas around the campus (Appendix U). Members in the Global Student Organization promoted the programs through classroom and organization informational sessions.

Global Student Organization

Providing leadership opportunities to all students within the Global Community was an important aspect of the program. A registered student organization, the “Global Student Organization” (GSO,) was created (Appendix S) to give members of the Global Community and members of the campus opportunities to plan and program events, to educate the campus about cultural issues and topics, and to provide community service to the community.

The Global Student Organization was advised by the Residential Cultural Assistant (RCA) and was made up of an executive board and student participants. The executive board contained the president, vice president, secretary, treasurer, two member relations persons, and five executive programmers. The responsibilities of each executive position were described within the GSO constitution. The main responsibilities of the board were to assist in cultural programming within the Global Community. The GSO assisted in planning weekly events within the Community. Besides from the weekly planning, the board spoke to classes and organizations about the importance of internationalizing the campus and international travel.

Students who were not on the executive board assisted executive members in planning programs, recruiting the campus community to programs through marketing and
outreach, and by engaging in programs and events. The main responsibility of the non-exec board members was maintaining the alumni network website (Appendix T), and assisting alumni of the Global Village with updates on upcoming programs and events.
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APPENDIX A:

GLOBAL COMMUNITY: GET TO KNOW THE WORLD!
Welcome to the Global Community! This is a new living-learning community which connects YOU to cultural friendships and global understanding! The Global Community will help you build lasting bonds with students from around the world through living together, specialized programs, and fun!

All new international students will be required to live at the Global Community. We are seeking American student friends interested in foreign language learning, international relations, cultural studies, travel overseas, or those who have a general interest in learning about other cultures.
APPENDIX B:

PURPOSE AND INFORMATION
Purpose and Information

The purpose of the Global Community is to enhance cross-cultural interaction and opportunities for understanding and leadership for students interested in gaining a global perspective through a living-learning community.

The Global Community will not only pair international and American student roommates, but will also help to build understanding and community through a linked cultural course, and cross-cultural programming. The Global Community will offer leadership opportunities because each member of the community will be automatically a member in the Global Student Organization, where they can choose to be active and have a role in community service, program planning, and providing information to students across campus.

The Global Community is a great way to learn about the American culture and cultures across the globe! This environment will help support inter-cultural understanding and will help students from around the globe feel connected and supported.
APPENDIX C:

GLOBAL COMMUNITY: IMPORTANT LINKS
Global Community: Important Links

- Housing application
- Global Community Application
- Cultural course component information
- Global Student Organization information
- Study Abroad Office
- International Education Office
- Hear from Past Global Community Students!
APPENDIX D:

GLOBAL COMMUNITY – LIVING-LEARNING COMMUNITY APPLICATION
Global Community – Living Learning Community Application – Academic Year 2009-2010

Important: In addition to this application, you MUST fill out and submit the Housing Application. Please fully read the application. If you need assistance please call the Housing and Residence Life office, The Study Abroad Office, or the International Education Office.

Step 1 – General Application

Social Security Number: ______________________
UID (if known)______________________

Last Name:_________________________    First Name:_________________________
M.I.___

Gender:  Male ☐   Female ☐
Date of Birth (mm/dd/year)___________________

Email address: _____________________________

Home phone number: ___________________
cellular phone number: ___________________

Alternate phone number: _____________________

Emergency Contact Information:

Projected term/year of graduation: ____________________________

American Students: Choose which describes you:
Currently enrolled student living on campus ☐
Currently enrolled student living off campus ☐
Student planning to return from study-abroad ☐
Newly admitted- first year, first term student ☐
Newly admitted, transfer student

Currently enrolled, returning member of Global Community

International Students: Choose which best describes you:
Newly admitted- first year, first term student

Newly admitted, transfer student
Currently enrolled, returning member of Global Community

Currently enrolled, living on campus
Currently enrolled, living off campus

Academic Major: ________________________
Academic Minor: ________________________

Current campus address (if applicable):
_____________________________________________
_____________________________________________
_____________________________________________

Current permanent home address:
_____________________________________________
_____________________________________________
_____________________________________________

Are you a returning student to the Global Community Living-Learning Community?
Yes     No
Will you need accommodations with disability services while participating in the Global Community? *We will contact you on procedures that will need to be taken upon answering yes*

Yes ☐ No ☐

**Step 2: Essay Portion**

Please use the following area to explain how your interest in the Global Community developed and how you think the Global Community could assist you in the future:

What do you hope to learn or gain from the Global Community?

How do you feel you will help enhance the mission and purpose of the Global Community?
What excites you most about participating in the Global Community?

Step 3: Personality Profile

In order to best match your personality with the personality of a future roommate, please answer the following questions as honestly as you can:

1) What are your interests and hobbies?

2) What times of the day would you most likely study?

3) What times of the day do you usually go to bed or engage in activity?

4) Are you comfortable with having visitors/ would you care if your roommate had visitors?
5) What is your comfort level with sharing things in a residence hall?

**Step 4: Community Agreement**

The Global Community is a living learning community established to build cross-cultural competency and encourage supportive interaction between American and international students, faculty, and staff. The Global Community is based upon the mission that community led programs, housing, and courses will foster cross-cultural respect, friendships, leadership, and appreciation for diversity and understanding. Being a part of the Global Community is a privilege and comes with a certain level of responsibility. All members of the Global Community are expected to uphold good, community relationships with all fellow members (no matter their background, culture, and requirements) and must be active in a majority of Global Community programs within the residence hall and campus community. Each member must attend at least 10 programs put on by the Global Community or Global Student Organization. Each member must work to create a positive living and learning environment for all members through encouragement, activity, participation, and honest academic discourse. In registering for the Global Community, all members must observe that they can choose to take a one credit Cultural Course will class which will be held in the hall classroom in the Global Community. This course will be instructed by a faculty member and will be held on Sunday evenings at 7:30 P.M.

Members must:

- attend the beginning of the year orientation
- attend all weekly Global Community meetings
- must maintain a 2.5 GPA within the university
- must pass the linked cultural course
- Abide by all campus, local, state, and federal policies related to alcohol and illegal substances (you must be 21 to drink)
- Abide by all policies maintained by Housing and Residence Life
- Observe quiet hours

By signing below, you are stating that you understand and will comply with all rules and policies mentioned above and in the application for Housing and Residence Life. If you are dismissed from the Global Community, you will be moved into another residential living space when that space is available.
I have read and understand the requirements in this agreement and understand that in the Fall of the next academic year I must seek a new housing contract. I agree to the terms and conditions specified in this agreement.

________________________________       ________________________________
Student Signature                                                         Date

________________________________      _________________________________
Print Name                                                       University ID number (if known)

Source: Living/learning center, global village and arts initiative member application. (n. d.)

APPENDIX E:

SCHEDULE OF GLOBAL COMMUNITY (GC) WEEKEND ORIENTATION
Schedule of Global Community (GC) Weekend

Orientation: 2009/2010

Thursday: Welcome Day

8:00 am – 4:00 pm: Arrive; settle in; receive Orientation schedule packet from housing assistants

4:00 pm – 8:00 pm: Snacks, dinner, meet and greet friends in Multipurpose Room, GC Hall Tour, and Welcome Speech (Appendix 4)

- This is a time for all students to hang out and meet one another. Bring pictures from home, show your new friends about your culture, or just hang out!
- The Welcome Speech will be given by the Hall Director. It will cover the events of the year and the expectations of the students

8:00pm – 9:00pm: Break down in groups according to floor- choose team names; late night campus tour

- Throughout the Orientation, you will be in groups according to your floor. Each floor will choose a country to be their team name, and throughout the Orientation, your team will inform the GC on aspects about that country!

9:00 pm: Optional group shopping at local grocery store; busses will pick students up at GC Hall

- Learn more about the city where you will be living for the next semester or year! Go shopping to buy any essentials you will need!

End of Day 1

Friday: Important Information Day

8:30 am – 9:30 am: Welcome; Breakfast in dining lounge
9:30 am-11:30 am: Introductions of staff; Culture Shock, Adjustment, RESPECT presentation (Appendix 5) in Multipurpose Room

- Culture Shock is normal, and can be expected. Come learn about ways to cope with culture shock and how you can make your stay in the United States and abroad successful! Also learn ways to respect other cultures and to help one another adjust to the environment!

12:00pm-1:00pm: Picnic lunch on university quad

1:15pm – 3:00pm: Breakdown in groups according to floor/ team name; cross-cultural simulation in each floor’s study lounge (Appendix 6)

- Teach members of your team about your home country, family, and culture

3:00pm – 4:30pm: Regroup in Multipurpose room; American Students go to classroom to learn about Study Abroad Options (Appendix 7); International students stay in Multipurpose Room to listen to past International Students and their experiences

- American Students: The Study Abroad Office staff will speak to you about the importance of travelling, the best tips for travel, and opportunities to travel while at the university!

- International Students: Past international students from the Global Community will speak to you about their experiences and what to expect

4:30 pm – 5:30pm: Course introduction (by faculty member) in Hall classroom; Class expectations in America

- Gather in the classroom where you will be taking your Culture Course. Here, you will meet the live-in faculty member and be introduced to what you will be learning in the course this year!

5:30 pm – 6:30 pm: Dinner in dining lounge; cultural music for entertainment

6:45 pm- 8:00 pm: Multipurpose Room: Roommate introduction to group (Appendix 8)
Each roommate group should have got to know their roommate a little bit by this time. You will have the opportunity to introduce your roommate to the GC Hall, and introduce 1 amazing thing you’ve found out about your new friend!

8:00 pm- 10:00pm: Dance Party in Multipurpose room

• Come hang out and have fun with a cool dance party!

End of day 2

Saturday: Global Community Day

9:00 am-10:00am: Meet on the university’s quad, welcome activity, discussion of day’s events, breakfast

10:00 am – 12:00 pm: Return to floor. Each floor will have a floor meeting going over roommate agreements, ideas for team building throughout the year

12:00 pm -1:00 pm: Lunch in dining hall

1:00 pm – 2:30 pm: Global Student Organization Information Meeting

• The Global Student Organization (GSO) is a perfect way to get involved, find leadership positions, and make an impact on the campus and community. Listen to past GSO members and find out how you can get involved!

2:30 pm – 4:00 pm: Community “hang out” (optional) – Multipurpose Room

• Twister/Cards/Wii/Rock Band/Karaoke … have fun and play games with your new friends

6:00 pm – 7:30 pm: Dinner in Student Union ballroom with international faculty and friends

• The university has many international faculty, staff, and friends. Dress up in your best and come dine in the ballroom with the international members of our community! There will be a photographer there to take a Global Community group photo that will hang in the hall!
7:30 pm – 10:30 pm: Campus Scavenger Hunt with floor: meet in Multipurpose Room

- Get your comfortable clothes on! Floor teams will go on a campus scavenger hunt with your residence hall staff to help you find your way around campus!

End of day 3

Sunday: One World Team Day

9:30am – 10:30am: Breakfast in dining area

10:45am - 11:45am: Representative from Peace Corps as a guest speaker to talk about present day global issues

12:00pm-1:30pm: Lunch in dining area

1:45pm – 3:00pm: Breaking Stereotypes Activity (Appendix 9)

3:30pm – 5:30pm: Low and High Ropes Course Teambuilding with Campus Recreation

- The low and high ropes course will teach you to work as a team. Come test your abilities and your leadership skills!

5:30 pm – 7:00pm: Picnic Dinner at High Ropes Course

8:30pm – 11:00pm: Film in Multipurpose Room (optional)

End of Day 4

APPENDIX F:

AUGUST 2009 CALENDAR
AUGUST 2009

AUGUST 17TH: INTERNATIONAL STUDENT ORIENTATION
AUGUST 18TH: INTERNATIONAL STUDENT ORIENTATION

AUGUST 20TH: MOVE INTO GLOBAL COMMUNITY
AUGUST 21ST: GLOBAL COMMUNITY ORIENTATION
AUGUST 22ND: GLOBAL COMMUNITY ORIENTATION
AUGUST 23RD: GLOBAL COMMUNITY ORIENTATION

AUGUST 24TH: CLASSES BEGIN!

AUGUST 26TH: GLOBAL STUDENT ORGANIZATION MEETING AT 9

AUGUST 27TH: GLOBAL COMMUNITY PROGRAM

AUGUST 30TH: CULTURE 100 COURSE
SEPTEMBER 2009

SEPTEMBER 2ND: GLOBAL STUDENT ORGANIZATION MEETING AT 9

SEPTEMBER 3RD: GLOBAL COMMUNITY PROGRAM

SEPTEMBER 6TH: CULTURE 100 COURSE

SEPTEMBER 7TH: LABOR DAY -- NO CLASSES

SEPTEMBER 9TH: GLOBAL STUDENT ORGANIZATION MEETING AT 9

SEPTEMBER 11TH: GLOBAL COMMUNITY PROGRAM

SEPTEMBER 13TH: CULTURE 100 COURSE

SEPTEMBER 16TH: GLOBAL STUDENT ORGANIZATION MEETING AT 9

SEPTEMBER 19TH: GLOBAL COMMUNITY PROGRAM

SEPTEMBER 20TH: CULTURE 100 COURSE

SEPTEMBER 23RD: GLOBAL STUDENT ORGANIZATION MEETING AT 9

SEPTEMBER 24TH: GLOBAL COMMUNITY PROGRAM

SEPTEMBER 27TH: CULTURE 100 COURSE

SEPTEMBER 20TH: GLOBAL STUDENT ORGANIZATION MEETING AT 9
OCTOBER 2009

OCTOBER 2ND: GLOBAL COMMUNITY PROGRAM
OCTOBER 4TH: CULTURE 100 COURSE
OCTOBER 7TH: GLOBAL STUDENT ORGANIZATION MEETING AT 9
OCTOBER 10TH: GLOBAL COMMUNITY PROGRAM
OCTOBER 11TH: CULTURE 100 COURSE
OCTOBER 12TH: COLUMBUS DAY
OCTOBER 14TH: GLOBAL STUDENT ORGANIZATION MEETING AT 9
OCTOBER 15TH: GLOBAL COMMUNITY PROGRAM
OCTOBER 18TH: CULTURE 100 COURSE
OCTOBER 21ST: GLOBAL STUDENT ORGANIZATION MEETING AT 9
OCTOBER 22ND: GLOBAL COMMUNITY PROGRAM
OCTOBER 23-25TH: FALL BREAK
OCTOBER 28TH: GLOBAL STUDENT ORGANIZATION MEETING AT 9
OCTOBER 30TH: GLOBAL COMMUNITY PROGRAM
OCTOBER 31ST: HALLOWEEN
APPENDIX I

NOVEMBER 2009 CALENDAR
NOVEMBER 2009

NOVEMBER 1ST: CULTURE 100 COURSE

NOVEMBER 4TH: GLOBAL STUDENT ORGANIZATION MEETING AT 9

NOVEMBER 7TH: GLOBAL COMMUNITY PROGRAM

NOVEMBER 8TH: CULTURE 100 COURSE

NOVEMBER 11TH: VETERENS DAY / GLOBAL STUDENT ORGANIZATION MEETING AT 9

NOVEMBER 12TH: GLOBAL COMMUNITY MEETING

NOVEMBER 15TH: CULTURE 100 COURSE

NOVEMBER 18TH: GLOBAL STUDENT ORGANIZATION MEETING AT 9

NOVEMBER 20TH: GLOBAL COMMUNITY MEETING

NOVEMBER 22ND: CULTURE COURSE

NOVEMBER 24TH: GLOBAL COMMUNITY PROGRAM

NOVEMBER 25TH: BREAK!

NOVEMBER 26TH: BREAK/ THANKSGIVING MEAL AT GC

NOVEMBER 27TH: BREAK

NOVEMBER 28TH: BREAK

NOVEMBER 29TH: BREAK
APPENDIX J

DECEMBER 2009 CALENDAR
DECEMBER 2009

DECEMBER 2ND: GLOBAL STUDENT ORGANIZATION MEETING AT 9

DECEMBER 3RD: GLOBAL COMMUNITY PROGRAM

DECEMBER 5TH: END OF SEMESTER PARTY / I-FEST

DECEMBER 6TH: CULTURE COURSE

DECEMBER 9TH: GLOBAL STUDENT ORGANIZATION MEETING AT 9

DECEMBER 11TH: GLOBAL COMMUNITY PROGRAM

DECEMBER 13TH: CULTURE COURSE FINAL

DECEMBER 14TH – DECEMBER 18TH: FINALS WEEK

DECEMBER 19TH: END OF SEMESTER

DECEMBER 20TH: MOVE OUT OF GLOBAL COMMUNITY 😊
APPENDIX K:

SPEECH: WELCOME TO THE GLOBAL COMMUNITY
Welcome to the Global Community “Get to Know the World: Program Components throughout the Year”

As a new member of the Global Community, you are now connected with the best possible source of cross-cultural experiences you can find on this campus. The Global Community provides you with opportunities to engage and interact daily with students from various backgrounds.

The Global Community was created in the hope that as a student participating in such an environment, you would be able to better understand other societies and your own society as well. As a member of the Global Community, you will have opportunities to interact with international and American friends, and faculty and staff interested in diverse cultural topics. For the American students, this is your opportunity to expand your horizons and prepare for study abroad and deep cultural understanding. International students will be supported in this environment through culture shock and adjustment assistance, language and tutoring assistance, orientation to the community, and reentry courses. All students will be able to create an environment of support, and awareness and will be future alumni with lasting friendships and connections.

The calendar provided shows the dates and events of all activities the Global Community will be a part of this semester. All members in the Global Community are expected to but not required to partake in the Global Student Organization and the one credit hour cultural course. All members are required to attend a majority of the weekly programs sponsored by the Global Community. These events are for you. We hope that you will enjoy them, and that you can be on the planning committee in the Global Student Organization for planning the events for next semester.

The Global Community hall is made up of living spaces, the Multipurpose Room, the classroom, the dining hall, the study lounges, and the living room area. This is your hall! We hope that you have fun and begin a cultural journey within these walls. All students will share this area and act according to all university standards for living policies and rules.

You have been provided all of the contact information for the staff in the hall and the staff who work with the Global Community. These staff and faculty members are here for you. If you need any assistance, please do not hesitate to ask. We are here to make this experience memorable.

Before we begin this awesome weekend, I want you to remember the rules pertaining to your membership in this community. As a member in this community, you have signed a community agreement. This agreement has stated that you will attend at least 10 events hosted by the Global Community or Global Student Organization. It also stated you will uphold all housing policies and maintain an open mind and respectful manner to all members of the community.
I am excited for you to embark on this journey and to be a part of this community. It is an honor and a privilege to live in such a diverse community. I can’t wait to see how this will affect your future. What a great opportunity the Global Community is for you as a global student of the twenty-first century!
APPENDIX L:

CULTURE SHOCK, ADJUSTMENT, AND R.E.S.P.E.C.T. PRESENTATION
Culture Shock, Adjustment, and R.E.S.P.E.C.T.

Almost everyone who spends time abroad experiences culture shock. It is a NORMAL period of adaptation and adjustment. This period can involve getting used to host foods, customs, languages, and routines. Culture shock can be distressing, frustrating, and overwhelming. Many students tend to want to go home while experiencing culture shock.

It is important to know the appropriate ways to deal with culture shock and how to make the most of your time abroad. The following presentation will help you with this process.

It is important to know what to expect while experiencing culture shock. It is important for you all to know that you are not alone. If you recognize yourself experiencing culture shock, you can overcome it and lead a successful and amazing experience abroad.

How to recognize culture shock:
Culture shock typically leaves students with feelings of:
- A sense of uprootedness
- Feelings of disorientation and depression
- Frustration and anger at new culture
- Sadness
- Uncertainty and confusion
- Feeling that you are operating in a completely unfamiliar set of cultural norms
- Disgust for norms and customs of host country

How to deal with culture shock:
It is important to take care of yourself, assess the situation, and work to make your experience successful. Here are tips on how to overcome culture shock:
- Observe how others are acting in similar situations
- Ask local residents or host nationals on how they properly handle customs and situations
- Plan how you might act in a situation in the future
- Read a book or watch a movie in your home country language
- Speak with your family
- Exercise and get rest
- Take note about the things you like in the host country
- Remember your original intentions for traveling abroad and reinforce those intentions
- Start a journal of your experiences
- Practice the new language (have confidence, and participate in discussion)
- Try to find value in the new experiences
- Take advantage of the university and community services! There are counselors, advisors, and programs. – They are here to help you and want to help you if you need assistance!
- Try to make interact with host nationals through campus programs. – The Global Community is a great way to get involved in the community, meet new people, interact with faculty and staff, and have fun!

**Break down in groups of 10, have 15 minute interactive skit on how to recognize culture shock and how to alleviate culture shock in the Global Community**

When you successfully learn to recognize culture shock and deal with the shock properly, you will learn to grow as an independent individual. Traveling abroad comes with many scary and frustrating times, but you can overcome these feelings, and you can have a great experience! It is important to remember that all the international students before you and all the international students that are here now have experienced similar emotions or can understand in some sense what you’re going through. This is a community of support!

Above all, it is important to remember that studying abroad is a once in a lifetime experience. Living in another culture is an experience that will open many doors and open your mind to difference and similarities between cultures. This is a great opportunity to immerse yourself and make lasting friendships!

**R.E.S.P.E.C.T.**

As a member of the Global Community, you will be introduced to many cultures. The Global Community expects and maintains a nurturing and supportive environment for all cultural beliefs, customs, and experiences. It will be important throughout this semester and year to realize you need to have respect for everyone and you need to keep an open mind on new ideas and concepts!

**When students/new friends are experiencing culture shock, REMEMBER:**
- Do not assume something is wrong with the student
- Do not assume your home country is more rational, civilized, better
- Do not under-value unfamiliar cultures
- It is ok to help new friends find opportunities for leadership
- It is ok to refer the new friend to a professional within the Global Community or campus
As members of a diverse community, there will be times where our cultures will probably clash. It will be important to remember that perceptions towards you or towards others are not usually personal attacks, but rather differences in background.

**To alleviate feelings of attack and dissonance:**
- Keep an open mind!
- Ask unbiased questions
- Listen to others, and learn about others’ experiences
- Share stories
- Teach others something unique about your culture
- Work together on a project, or work for a common goal
- Try to involve everyone
- Keep a journal and write about things you’ve learned
- Talk about issues you might have, but listen to opinions
- Remember there will be language barriers
- Think of this as a growing experience and an experience to expand your knowledge and understanding of the world!
- Think of the friends you will be making!

*Present skits on cultural differences. Work to get students to work as a team and learn to keep an open mind.*

APPENDIX M:

CROSS-CULTURAL SIMULATION ACTIVITY
Cross-Cultural Simulation

Students have been broken down in teams (according to floor). Students will have brought with them photos and pieces from home. Students will be provided with posters, markers, magazines, glue, etc. They will be given an hour to construct a poster about their home country (foods, arts, beliefs, interesting facts). Students will then present to the entire team the poster about their home, and will also show the pieces they have brought from home. This will give students an opportunity to learn more about their new floor-mates, and about the various cultures within the global community. Students will find new topics that they might not have known prior to the day, which will expand their minds about differences and similarities in the world. American students can talk and present on their home towns, and cultures.

These directions should be explained to students. For students who might not be confident in their abilities to present, have a resident staff worker help them speak about their topics. Here is a list of questions to ask if the student does not know what to talk about:

1) What are the typical foods served in your country
2) What are things you and your friends do for fun in your home culture?
3) What is the language spoken in your home culture?
4) Can you explain the clothing in your home culture?
5) What is the weather typically like in your home culture?
6) Do people in your home culture typically eat at restaurants or make food at home?
7) What are the typical pets in your home culture?
8) How do people usually greet each other in your home culture?
9) What are the family roles in your home culture?
American Student: Study Abroad Options  
Put on by Study Abroad Office  
Speech given by Director of Study Abroad Office

Welcome students! As members of the Global Community, you are either interested in learning about various cultures, Study Abroad, international relations, or are just interested in this cool living-learning community. Well I am so excited for you because this year you are going to be introduced to so many cultures and experiences that I’m sure you will become interested in immersing yourself in travel and culture.

Besides being a member in the Global Community and Global Student Organization, you can take initiative in advancing your cultural prospects by thinking about studying abroad. If you enjoy the Global Community and hope to further your global initiatives, study abroad participation gives you a first-hand opportunity to face and learn about intercultural issues in another culture outside of the classroom. Studying abroad is a valued experience because it helps students to develop global perspectives and awareness. Study abroad creates greater levels of understanding of international issues, helps you to look at your own culture with new understanding, and develops your foreign language proficiency. Study abroad also provides opportunities for travel and professional development. Above all, study abroad will provide you with opportunities to open your mind, break your own stereotypes, and educate others on experiences and common stereotypes.

The Study Abroad Office offers 2-3 week long faculty led trips, semester long studies, summer long studies, and yearlong experiences. We offer study on every continent in many nations. All majors can and have opportunities to study abroad and in many situations, you do not need to be fluent in the host language.

As you look forward to studying abroad, do not hesitate to stop by the Study Abroad Office for application information, financial aid information, and for help with any questions. The Global Student Organization will be putting on information sessions throughout the year on options and tips for studying abroad. A representative from the Study Abroad Office will be at GSO meetings to offer assistance with orientation and re-entry issues. We are here for you and will work hard to make your experiences successful!
APPENDIX O:

ROOMMATE INTRODUCTION ACTIVITY
**Roommate Introduction Activity**

The roommate introduction activity is a great way to get the students to learn interesting facts about each other and to get to know one another. This can be a fun and humorous activity. This activity will help bond the roommates.

- Have students gather in a large circle, with roommates sitting next to each other
- Give each roommate pair 10 minutes to come up with a few fast and interesting facts about each other
- Once all students are ready, have students go around the room and introduce their roommates to the entire group
APPENDIX P:

BREAKING STEREOTYPES ACTIVITY
Breaking Stereotypes Activity

To address some of the stereotypes that students currently might have or might come in contact with throughout the year, the students will interact in a breaking stereotypes activity. This activity will be monitored by all Global Community Staff, the in-house faculty member, and staff members from the Study Abroad and International Education offices.

Before the activity begins, be sure to address that there are ground rules for the activity. The ground rules are that each students’ opinions and stories are to be valued, that everyone must listen to each other, that everyone will get a turn to share and speak, that everyone will recognize that each person’s contribution is valuable, that everyone will remain open to new ideas, that what is shared in the group should remain in the group, that no one acts hateful toward one another.

- Students will be divided into groups of 10
- Students will be asked to discuss the following questions and have the staff member record their answers on poster board. The students will have 20 minutes to discuss the questions.
- What are the typical stereotypes that college students have of people around them?
- Where do students learn about these stereotypes?
- After 20 minutes, bring the group together and have each group share their discoveries with the rest of the group
- Mix the groups up into new groups of 10.
- Students will be asked a new set of questions and be monitored by staff members. The students’ answers will be recorded on poster board. The students will have 20 minutes to discuss the questions.
- Can you think of a time when you felt stereotyped?
- What happened and how did it make you feel?
- After 20 minutes, bring the group together and have each group share their discoveries with the rest of the group.
- As a full group, take 20-30 minutes to discuss ways the group can overcome stereotypes, and how they can help educate others to overcome their stereotypes.

APPENDIX Q:

CUL 100 CLASS SYLLABUS
Dr. John Doe  
Office: Global Community Rm. 101  
Office Hours: Monday, Wednesday, Friday 8:30am-10:30am; 6:30pm-7:30pm (dining hours); also feel free to talk to me any time you see me!  
Office Phone: 000-00-0000  
Email: john.doe@university.edu  
Course Time: Sunday 7:30pm – 8:30pm

A. DESCRIPTION

This course will introduce students to basic cultural concepts and theories. A goal of the course is to help students think critically, and work collaboratively through course discussion and group projects. We will examine cultures across the globe, and will look at issues in global politics, environment, poverty, cultural stereotypes, and human rights. It is my hope that this course will spark interesting and REAL discussion, and will above all be enlightening and FUN!

All students’ stories, articles, and ideas will be respected in this classroom. If any student feels in danger because of any ideas or opinions presented, please let the instructor know and proper measures will be taken.

B. ORGANIZATION

The course will begin each day with a lecture by the instructor, followed by team led presentations and discussions. Occasionally, there will be guest lectures and local, educational field trips. Students will be required to read articles provided by the instructor, and readings from their subscriptions to engage in daily discussion. Students will construct a weekly journal about articles, and ideas presented in class. Students will be broken into three groups and according to their “group day” members of the group will spark discussion about the topic of the day. Students will finally participate in interviews, involving members of the class and will be expected to attend a cultural event outside of the Global Community (a list of events and exhibits will be handed out during the second week of the course). Important: please read required readings for the
upcoming topic and be prepared to discuss topics by upcoming class date. **Example:** if we will be having a course on stereotypes on Nov. 9th, the readings for stereotypes should be completed by Nov. 8th.

Students are required to have articles and stories about the daily topics to bring to class. For the final, students will choose 3 members from the class (from a different culture) to interview and spark discussion about topics learned in class. The students will try to enhance their understanding of a topic or try to influence the understanding of a community member through discussion.

**C. COURSE OBJECTIVES AND OUTCOMES**

There are many objects and outcomes hoped for within this course. They are as follows:

- Assist in International and American student interaction and collaboration
- Provide a welcoming environment for knowledge and diversity within a classroom
- Provide a welcoming environment for discourse and discussion
- Allow students to have a heightened awareness on cultural issues, diversity, and similarities and differences between cultures
- Provide resources for past, current, and future global issues

**D. DATES / SCHEDULE AND TOPICS**

The course will be conducted August 24th through December 7th. During finals week, the course will meet at the regular time (7:30 pm Monday) on December 14th.

**Aug. 30:**
- Introduction to course, syllabus.
- Introduction of members of course

**Sept. 6:**
- Family differences: family roles in cultures throughout the globe (ex: expectations of family members in North America, South America, Africa, Asian countries, tribal communities, etc.)

**Sept. 13:**
- Genocide in the modern world

**Sept. 20:**
- Religion: world religions, and misconceptions about religions
Sept. 27:
- Male and Female roles in various cultures.

Oct. 4:
- Foods! : Why diet coincides with culture
  Group 1

Oct. 11:
- Sustainability/ Go Green…. Environmental initiatives across the globe
  Group 2

Oct. 18:
- Art in various cultures- paintings, drawings, sculptures
  Group 3

Nov. 1:
- Diasporas throughout recent history
  Group 1

Nov. 8:
- Art in various cultures – Poetry, Literature and music
  Group 2

Nov. 15:
- Peace and War: How modern conflict will affect our future
  Group 3

Nov. 22:
- The “real” Thanksgiving…American Indians

Dec. 6:
- Presentations on interviews and cultural event attended

Dec. 13 (final):
- Presentations on interviews and cultural event attended

E. TEXT AND REQUIRED READINGS

The course instructor will print off articles pertaining to daily subjects and topics.
All students are required to subscribe to a year prescription of either the "National Geographic" - $15 per year; “Newsweek” - $40 per year; or the “Time” magazine - $20 per year (students will be required to bring in articles from subscriptions to present on topics learned)

F. GRADING

Reading and Journals– 25%
Attendance – 25%
Final presentation/attending a cultural event- 25%
Discussion and Participation – 25%

G. ATTENDANCE
Because attendance is 25% of the class grade, please let the instructor know if there are reasons you NEED to miss class. Absence will be granted for illness, injury, court appearances, death in the family, but the instructor will need proof of such instances. Significant tardiness will count as an absence.

*If you need language assistance, or accommodation based on disability, DO NOT hesitate to contact the instructor at any time.*
APPENDIX R:

GLOBAL COMMUNITY WEEKLY PROGRAMS
Global Community Weekly Programs

To promote interaction and FUN in the community, the GC staff, in-house faculty member, the staff members from the Study Abroad and International Education offices, and the Global Student Organization will put on weekly GC programs. Students can bring friends and or family to all events. All campus students, alumni, staff, and faculty are welcome to come to learn more about the Global Community and cross-cultural learning!

**August 27th:** Foreign film n’ food night (example community flyer- Appendix 13)

**September 3rd:** International Coffee Night & popular games around the world

**September 11th:** Peace Rally – the Multipurpose room will host all campus student organizations to have discussion about peace, diversity, and a moment of silence.

**September 19th:** Soccer night! Students and campus members signed up will be put in teams to have a real soccer tournament! Starts at 2:00pm and lasts till we have a winner!

**September 24th:** Cultural Poster Session: World Religions

**October 2nd:** Film n’ Food night!

**October 10th:** Guest Speaker from Multicultural Center: Similarities and Differences between Multicultural and International Affairs

**October 15th:** Cherokee Indian artisans, traditional Native American foods and folklore

**October 22nd:** Flag Football night!

**October 30th:** Carving Pumpkins and Halloween bash!

**November 7th:** Cultural Poster Session: Sustainability and Environmental Issues

**November 12th:** Field trip to local art museum!

**November 20th:** Film and Food night!

**November 24th:** (Early Week event) International Coffee Night, hang out
November 26th: (Thanksgiving dinner for students staying on campus) – Meet in Dining Hall at 6:00

December 3rd: Winter Wonderland dance

December 5th: End of Semester “Culture Bash” – International Festival – Alumni invited to International Festival

December 11th: Re-entry session, travel topics, keeping in touch with friends!
APPENDIX S:

GLOBAL STUDENT ORGANIZATION (GSO)
Global Student Organization (GSO)

1) Purpose and Goals

The purpose of the Global Student Organization is to provide leadership opportunities as a programming and informational resource board for the Global Community and campus. The Global Student Organization will also serve as a means for social interaction and collaboration between all students involved in the Global Community and members of the campus who desire to be engaged in the Global Student Organization. As a student organization, all students enrolled in the university are allowed to join. In this regard, the organization will promote cultural awareness and cultural activities for the entire campus. The GSO will program alongside the Global Community to put on events for the weekend program dates in the Multipurpose Room. There will be an end of the semester “American Cultural Trip” where any member can participate in a weekend long trip to a high-cultural area within the United States. The I-Fest end of the year party will be the largest program put on by the Global Community and GSO, and all members in the GSO will work to make the party a success.

All meetings will be held in the Global Community Classroom.

2) Membership

- All members must be students enrolled in the university. Any member who cannot provide a current university ID or semester schedule shall not be permitted to join
- There shall be no discrimination on the basis of race, gender, sex, religion, orientation, or cultural background
- All leadership positions will be granted upon elections

3) Officers

- All officers shall be elected at the beginning of the Fall Semester
- Any member of the GSO can be an officer depending on the Membership details mentioned above

4) Officer Responsibilities

- President
  - Call meetings into order
  - Preside over all meetings
  - Administer and be present at all programs, workshops, and organizational activities
- Hold weekly meetings with RCA
- Attend and participate in all GSO meetings
- Be the representative for the Global Student Organization at all campus events and when working with other organizations
- Act as informational resource to campus community about international affairs and Global Community

- Vice President
  - Attend and participate in all GSO meetings and events
  - Assume the responsibilities of the President in his/her absence or resignation
  - Act as informational resource to campus community about international affairs and Global Community

- Secretary
  - Attend and participate in all GSO meetings and events
  - Keep accurate minutes of each meeting
  - Keep notes of programming details
  - Email all members of GSO minutes of meetings, ideas for future programs, upcoming dates for events and programs
  - Act as informational resource to campus community about international affairs and Global Community

- Treasurer
  - Attend and participate in all GSO meetings and events
  - Maintain all financial documents and records for GSO
  - Balance the GSO budget
  - Work with programmers for ideas for fundraising
  - Act as informational resource to campus community about international affairs and Global Community

- Member Relations (2)
  - Attend and participate in all GSO meetings and events
  - Work to recruit members of the Global Community and the Campus community to all events and meetings
  - Publicize all events in the Global Community and in designated areas on campus
  - Plan dates where GSO can go to campus community and talk to other student organizations and classes about International Education
  - Act as informational resource to campus community about international affairs and Global Community

- Executive Programmers (5)
  - Attend and participate in all GSO meetings and events
Work with all Global Community to decide what the best programs would be for the GSO
Organize committees to plan events
Work with Member Relations persons to market each event
Work together to create programs calendar
Coordinate which programmer will be in charge of each event
Act as informational resource to campus community about international affairs and Global Community

5) Elections and Resignations
   Elections will be held at the third meeting of each semester. Candidates who have previously held executive positions can stay in the same position (if elected) for one year, no longer. They may stay on the executive board longer than one year, but in a different position.
   Candidates running for executive positions must announce their candidacy one week prior to elections. At elections meeting, they must prepare a speech as to why they would be the most successful candidate.
   Candidates will be elected through a majority vote.
   The newly elected officers shall assume duties and responsibilities one week after being elected.
   An officer may extend a letter of resignation to the advisor one week prior to wanting to resign. The letter must mention reasons for resigning and a suggestion on who they would like to replace them.
   Officers are required to attend meetings, but will be allowed to miss if there is a significant reason. All executive board members must tell the Advisor about upcoming absence by the Monday before the meeting.

6) Meetings
   Meetings will be held each week throughout the semester on Wednesday nights at 9:00 pm.
   Executive board meetings will be on Wednesday nights at 8:30 pm.
   Meetings shall include
     - Call to order
     - Roll Call
     - Discussion of previous programs
     - New Business (discussion of upcoming programs)
     - Old Business
     - “Get A Culture Clue” – Thoughts provided by Advisor
     - Announcements
     - Adjournment

7) Meeting Dates, Important Topics, and Culture Clues are as follows:
- Aug. 26: Introductions, Information about GSO, Discussion of executive positions
- Sept. 2: Possible program workshop, *Expectations in the U.S. classroom*
- Sept. 9: Candidate speeches, Elections, *The World Post 9/11*
- Sept. 16: How to create and put on a program, *American student friends/Foreign student friends*
- Sept. 23: *Importance of Community Service*
- Sept. 30: *Affording living abroad*
- Oct. 7: *Internationalization: what does it mean?*
- Oct. 14: *Travel tips*
- Oct. 21: *How to be responsible while traveling (in preparation for Chicago)*
- Oct. 28: *Saving money while traveling*
- Nov. 4: *The Globally Aware student*
- Nov. 11: *Welcoming everyone*
- Nov. 18: *Involving the community in internationalization*
- Dec. 2: *Christmas around the world*
- Dec. 9: *Maintaining Friendships*

8) **Extra Ideas for Possible Programs Throughout Semester**
- Language Rocks! – language workshop
- Speed Friendship- Greet and meet new friends every 5 minutes
- Speaking to classes about study abroad/international education
- Dance Lessons
- Immigration Information Workshop
- Community Service – Park Clean Up!
- Culture Exchange: Middle East
- Oct 23-25: Chicago Trip!
- Community Service – Christmas gifts for needy kids at local shelter!
- Culture Exchange: African countries
- Fundraisers (international foods/bake sale)
- Commuter student Lounge cultural party!
APPENDIX T:

ALUMNI NETWORK
## Alumni Network:

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APPENDIX U:

EXAMPLE FLYER FOR GLOBAL COMMUNITY EVENT
Example Flyers for Global Community Event

THE GLOBAL COMMUNITY PRESENTS: FOREIGN FILM N’ FOOD NIGHT!

Come hang out with friends from around the world, watch a great foreign film in a comfy setting, and enjoy snacks and drinks!

Where: Global Community Hall
When: This Thursday night, 7:30 p.m.
Who: EVERYONE! All campus welcome! (bring your campus i.d. – friends and family are welcome!)

Brought to you by the Global Community Hall, Global Student Organization, and Cultural Studies 100