**ANTH 332, Fall 2019**

Exploring Globalization at Mason:

A Discussion with INTO Mason Students

George Mason is noted for its diversity of the student body and has recently been named as the most diverse university in Virginia by *U.S. News & World Report*. This landscape provides us with rich and numerous opportunities to learn more about the broader impacts of globalization, even as they play out on our campus and in our everyday lives. To capitalize on the diversity at Mason, for this assignment, students in ANTH 332 will facilitate a discussion on a topic that we have covered in the course during a class meeting for INTO Mason students. The programs at INTO Mason are to help international students build their English language skills and transition to study in a degree program at Mason. INTO also aims to provide students with academic and social supports during their time on campus. This assignment is designed to not only assist in these goals for INTO Mason, but to also help students in this course further explore various aspects of globalization through conversations with their peers and international students. (<https://www.intostudy.com/en/universities/george-mason-university>)

Through this assignment students will fulfill Learning Objectives for Global Understanding courses that are part of the Mason Core, such as being able to “demonstrate understanding of how the patterns and processes of globalization make visible the interconnections and differences among and within contemporary global societies” and “demonstrate the development of intercultural competencies.” In addition, students will:

* Connect theoretical and methodological approaches from anthropology to a particular topic within a global context
* Identify the historical nature of cultural similarities and differences and recognize that cultures are not coherent wholes
* Analyze how the global and local are interconnected through an exploration of a particular topic
* Design a lesson plan that examines a selected topic within global contexts (political, social, cultural, and economic)
* Collaborate in a group to facilitate a class session for INTO Mason students
* Distill how the experience with INTO relates to the course and anthropological approaches to studying globalization

This assignment is broken into several parts. Students will be required to:

1. Sign up for a specific date and time to facilitate a discussion in an INTO class.

Each date aligns with a particular topic that we will discuss in ANTH 332 (during the week or two prior to your scheduled time). Please note that sometimes the times do not align exactly with the traditional Mason schedule; however, you should be available for the time noted on the sign-up sheet. I will work with professors of INTO courses to make sure that you will be able to attend your other courses that day. No more than 4-5 students should sign up for each time slot. Please sign up no later than **Tuesday September 10, 2019.** When you sign up, I also expect for you to submit a group charter. A template is on Blackboard for you. You can send this to me directly (one per group) in an email: chughe13@gmu.edu. This document will detail who will do what for the project (e.g., select the reading, craft questions, design lesson plan, email me the reading and lesson plans, lead the facilitation, etc.), how you will communicate with each other and exchange documents, who will coordinate tasks and keep everyone on the same timeline, and how often you will meet in-person or virtually. I will keep a copy and return a copy to your group. This way you can hold each other accountable. Everyone in the group must be able to attend the class session, so keep that in mind when selecting a time. Each group will be signing up for a 50 minute session on a particular topic, which will be broad so you have flexibility in designing the facilitation.

2. Select a reading (or related media) relevant to the topic for all students to read prior to the INTO class meeting.

You must select a reading or related media (e.g., podcast) that everyone will review prior to the session. A reading should be no more than 10-15 pages in length and should be written in a clear manner, as free of academic jargon as possible. It can be a series of shorter articles or pieces as well. If you select a podcast or something similar, it should also be easily understandable to non-experts. You will be working with upper-level INTO Mason students, but please realize they are often still building their English language skills (and native speakers can always enhance their skills). You will find some suggestions as to places and sources to look for readings or media on Blackboard. It does not need to be from an academic text, but it should be from a credible source (e.g., New York Times, NPR, PBS, American Anthropological Association). All All groups will need to email me their selection (just one person has to send) no later than **Thursday September 26, 2019**. In addition, please send 3-5 questions that check for understanding and can spark conversation during the session and a list of vocabulary words and their definitions (in your own words) that students may find in the text. This should be like a glossary that would help people understand some more of the complex terms in the reading or media—a historical event that may need context, a particular person/scholar, a concept or theory mentioned, a term used in policy or the government, the name of a research method, etc. I will look over the selection, questions, and vocabulary list and make suggestions ,as needed. You will then do any revisions before I send it to the professor of the INTO course to circulate.

3. Create a flexible plan for the class together as a group.

You will be expected to facilitate a classroom discussion and exercises, if applicable. Each group should do introductions and make a brief presentation on the topic (10-12 minutes). Then the group should lead a pointed discussion on relevant subjects. The reading or media should serve as a starting point, and you should consider providing a clear and concise summary of it in your presentation or as part of the discussion, and then covering the questions you created. See resources on Blackboard about how to lead an effective classroom discussion and for examples of classroom exercises. We will also dedicate some class time to preparing for facilitation together. The main purpose of this assignment is to get all students involved in the class talking about the effects of globalization and how they relate to the chosen topic for that class and to widen everyone’s worldviews and learn from each other. You may consider posing open discussion questions, having short small group discussions were ANTH 332 students work together with INTO students, showing a short video clip as a conversation starter, or having a few minutes for self-reflection or silent writing before sharing as a class. You can be creative, such as showing images related to the topic and discussing them together. This list is not exhaustive and there are many possibilities. Remember not to run over the time you have been allotted (50 minutes). You must create a lesson plan for the class as a group and turn it into me (via email) **no later than 7 full days prior** to your scheduled time. Please have it typed and clearly lay out each activity you plan to do during the class time (e.g., presentation, pose questions for open discussion, analyze reading or media, watch a short video, etc.). Remember that INTO students are international students, so I encourage you to really capitalize on the diversity of the room and to allow some time at the end (5-10 minutes) for them to ask you general questions as well. Do not be afraid to pose questions or activities, as faculty have agreed these interactions can also advance their English language skills. Submitting the plan in advance will will allow me to provide feedback and to have the INTO professor also take a look at it. With your lesson plan, please note who will take the lead during the class (whether overall or on different aspects).

4. Facilitate the class discussion and activities during your assigned time.

Student-led discussions and classroom exercises are an active learning technique. You will need to synthesize what you have learned about globalization in this class—including relevant theories and methodological approaches from anthropology—and apply it during the INTO class, making it easily digestible and relatable to everyday life. Remember that many of the INTO students are from different countries and cultural contexts, so it may be interesting to delve into cultural change, diversity, and similarity as they relate to your particular topic. You must be respectful to everyone in the classroom, demonstrate professionalism, and be open to learning from each other. Provide constructive feedback that can further the discussion or activity. Also, remember that silence is not always a bad thing during a class discussion. Sometimes people just need a minute to collect their thoughts before responding. If you create handouts and would like photocopies of them, please email them to me prior to the ANTH 332 class meeting before your scheduled facilitation, so that I can give them to you in our class and you can take them with you. Janis or I will attend as many of the class sessions as we possibly can, but will check in with the INTO professor as well to see how they think it went.

5. Write individual reflection papers on what you learned from the assignment.

This part of the assignment will be done individually. You will be required to write a 2-3 page paper (typed, double-spaced, with standard margins and font) on what you learned from facilitating the class, how the discussion relates to our course and to anthropological approaches to studying globalization, and anything that you found surprising or especially interesting during your time with the INTO Mason students. The paper should be submitted via Blackboard no later than 11:59pm on **Tuesday December 3, 2019.**

A detailed grading rubric for this assignment will be posted on Blackboard in mid-September. This assignment is worth 190 points: Group Charter = 10 points; Reading/Media, Comprehension Questions, and Vocabulary List = 30 points; Lesson Plan = 40 points; Facilitation = 70 points; and Reflection Paper = 40 points.

You will be graded as a group on the preparation and facilitation and individually for the reflection paper. I expect that you will put effort into this assignment, work well together, and show professionalism during the facilitation, but I will not be grading you specifically on your teaching style. We will be doing group check-ins and assessments throughout the semester. I do expect that everyone plays a role in this assignment, although I realize given time is short, not all group members may contribute equally to the class session. If you should have any questions or would like feedback on any portion of this assignment, do not hesitate to see Janis or me during office hours or to send an email to set up an appointment. In addition, the INTO faculty are open to hearing from you in advance of your presentation, so don’t hesitate to email them directly to ask any questions as you are preparing for the class. Please do not wait until the last minute to ask questions!

AE 073-001

**Instructor:** Michael Smith

**Email:** [msmit2@gmu.edu](mailto:msmit2@gmu.edu)

**Course:** AE 073-001: Dialogue with Americans

**Class Times:** Tuesdays, 2:30 – 3:20 p.m.

**Location:** Mason Global Center 1309

**Course Description:** In this class, you will participate in a Mason conflict resolution class every week and work with American students to learn about culture, conflict resolution, and conversation. You will learn to speak with American students, design and facilitate dialogues, read academic articles, and participate in American academic classes.

1. These students are advanced-level English language learners, so be sure to use natural speech (vs. simplified or slow speech). A corollary to this guideline is, “assume that people understand you, unless they tell you otherwise.”
2. Provide participants with a list of key vocabulary words, along with their definitions.
3. Create a “culture of curiosity”; that is, encourage participants to ask questions if they don’t understand something.
4. If someone doesn’t understand a concept, give an example. (For example, “Today, I’d like to discuss teenage mental illness, such as *depression and anxiety*.”)
5. If you ask questions, provide participants time to reflect before they answer them. Ideally, it is better to allow participants to share their ideas in pairs or in small groups before they share them with the class. To avoid confusion, it is always a good idea to provide written questions, either in a handout, a slide, or simply written on the board.
6. Don’t assume that everyone shares the same understanding of a concept. For example, one person’s idea of “family” may be her nuclear family, while another’s idea of family may be his 16 brothers and sisters, 24 uncles and aunts, and 157 cousins, along with “milk brothers and sisters.”

INYO 502 P04

**Instructor**: Amy Lewis

**Email:** [alewis33@gmu.edu](mailto:alewis33@gmu.edu)

**Course:** INYO 502*: G*raduate Transitions for International Students II (Humanities)

**Location:** Arlington Van Metre 478

**Class Times:** Tuesdays, 2:30 – 4:20 p.m.

**Course Description:** Designed for the Graduate International Pathways program, this course is the second of a two-part transitional course series for international students. This course covers academic adjustments to study in the U.S., graduate study and career readiness, and communicating academic progress and career goals through digital portfolios.

**INYO 502 Course Objectives**:

* Engage in course activities and discussions
* Synthesize and lead group presentations
* Utilize relevant university resources and practice being an engaged student
* Introduce career readiness, practice related skills, and develop professional materials
* Conceive, design, and communicate academic progress and professional goals via a digital portfolio

1. This course includes Graduate Pathways students in the fields of conflict analysis and resolution, public policy, and arts management.
2. The class-size is small with 7 students total and diverse (gender, citizenship, experience).
3. Students in this course are multilingual (Arabic, Chinese, Korean, English), and overall at an advance level of English as they will be progressing to full-time graduate degree students at Mason next semester.
4. It would be preferred if material to be discussed is available in the format of a podcast, video, or other multimedia content.

AE 070-001

**Instructor:** Jane Kirsch

**Email:** [alewis33@gmu.edu](mailto:alewis33@gmu.edu)

**Course:** AE 070-001*:* Level 7 Core (Reading/Writing)

**Location:** Mason Global Center 1314

**Class Times:** MTWRF, 12:30-2:20pm

**Course Description:**  The goal of this course is for high advanced students to develop their academic reading and writing skills.

**Course Objectives:** This course will work on a number of skills to help you improve your English, including: academic reading, writing, vocabulary and C1 grammar; and research skills.

* Read lengthy modified and authentic academic and other non-fiction texts at the C1 level. (e.g., 600-700 word academic journal articles and academic studies)
* Further develop reading skills and strategies for understanding and critically evaluating academic texts (e.g., analyzing arguments and logical fallacies)
* To read extensively and complete a C1 level ESL fictional reader or an unadapted contemporary literary text
* Practice writing well-organized, clearly developed, and linguistically complex academic essays and learn to write a lengthy (>1500 word) research paper
* Further develop planning, drafting, and editing strategies to essays and research papers appropriate to C1 Leve
* Learn about the purpose and form of C1 level grammatical structures in classroom texts and supplementary materials (e.g. hedging expressions, imperatives as pointing devices within texts, Wh-cleft clauses)
* Practice producing C1 level grammatical structures accurately and appropriately in linguistically complex academic essays and research papers
* Practice using C1 level vocabulary (general academic and domain-specific) introduced through textbook readings and supplementary materials
* Further develop use of word analysis, context clues, and general and specialized reference materials, and understanding of connotations and figurative language to build C1+ Level vocabulary

1. This course usually has a smaller class size.
2. The course includes students with an advance level of English.

**ANTH 114, Summer 2020 (online)**

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Discussion with INTO Mason Students

George Mason is noted for its diversity of the student body and has recently been named as the most diverse university in Virginia by *U.S. News & World Report*. This landscape provides us with rich and numerous opportunities to learn more about the broader impacts of globalization, even as they play out on our campus and in our everyday lives. To capitalize on the diversity at Mason, for this assignment, students in ANTH 114 will virtually facilitate a discussion during a class meeting for INTO Mason students. The programs at INTO Mason are to help international students build their English language skills and transition to study in a degree program at Mason. INTO also aims to provide students with academic and social supports during their time on campus. This assignment is designed to not only assist in these goals for INTO Mason, but to also help students in this course further explore various aspects of globalization through conversations with their peers and international students.

<https://www.intostudy.com/en/universities/george-mason-university>

This assignment is broken into several parts. Students will be required to:

**1. Sign up for a specific date to facilitate a discussion in an INTO class.**

Students are divided into small groups. Please check Blackboard to find your group. Each group has its own discussion board forum for communication. You are welcome to arrange other communication means, such as email, as well. Please let me know if I can facilitate this process, but please know that I cannot share students’ emails without permission. A All facilitations will be 10:30-11:20am. As a group you will select two dates from the following as your top choices: Thursday June 11, Friday June 12, Wednesday June 17, Thursday June 19, Friday June 19, Monday June 22, Thursday June 25, Friday June 26, and Monday June 29. You will also select two potential topics of discussion for the class. These do not need to be “deep” philosophical topics, but topics such as healthy eating, favorite types of music, minimum wage, weeknight meals, or types of pets would also create some wonderful cross-cultural discussions. These are just examples; you’re welcome to pick others. Please have one person from your group email me your top two choices for dates and topics no later than 11:59pm EST on ***Sunday June 7, 2020*** ([chughe13@gmu.edu](mailto:chughe13@gmu.edu)). I will then let your group know your date and topic (to make sure no group goes the same day or has the same topic) by the next evening. I will post this in your group’s forum on the Discussion Board.

**2. Select a reading relevant to the topic for all students to read prior to the INTO class meeting.**

You must select a reading that everyone will review prior to the session. A reading should be short, perhaps no more than 5 pages in length and should be written in a clear manner, as free of academic jargon as possible. Please realize INTO Mason students, even if upper-level, are often still building their English language skills (and native speakers can always enhance their skills). It does not necessarily need to be from an academic text, but it should be from a credible source (e.g., New York Times, NPR, PBS, American Anthropological Association, Wall Street Journal, an academic blog or newsletter). All groups will need to email me their selection (just one person has to send) **no later than 2 days prior** to your assigned INTO class.

**3. Create a flexible plan for the class together as a group.**

Your group will be expected to facilitate a classr discussion. Each group should do introductions. The group should lead a pointed discussion on relevant subjects. The reading should serve as a starting point. The main purpose of this assignment is to get all students involved in the class talking about culture, the social aspects of our lives, and lived experiences. Do not lecture! Remember that INTO students are international students, so I encourage you to really capitalize on the diversity of the class. The virtual classroom can produce anxiety for some students. Please be patient and prepared to re-phrase your questions when needed or asked to do so. Videos, pictures, or any material that can provide context to your topic is important. Pose questions about the topic in their home countries. Get the discussion going. Offer a short media clip to discuss together. Do an icebreaker dealing with the topic. Ask questions about the assigned reading. It should be interactive and give everyone a chance to learn different perspectives. When asking questions, remember to allow some time before expecting an answer. Silence is fine and some people need to reflect first. You might consider posing a question and allowing everyone a minute to write down their answers before discussing it as a group. I **strongly** encourage you to do this a little bit in advance and send me a few questions the day before to pass along to the INTO faculty member. This way the INTO Mason students can better prepare. When asking a new question, it is helpful to give an example: “What’s your favorite thing to do in your free time? For example, do you like to cook?” Use what anthropologists call “probes.” This is a phrase or question meant to elicit more information from your interviewee: “Do you eat healthy food?” “Yes.” “What is an example of a healthy food that you eat?”

**4. Write an individual response.**

This part of the assignment will be done individually. You will be required to write a short response about the experience and what you learned from it. Synthesize what you have learned in ANTH 114 along the experience. What stood out to you? What did you find interesting about the discussion? Did you learn anything new? How did the discussion relate to our course? Please submit your response via Blackboard **no later than 3 days** after your facilitation. It should be 1-2 pages in length, typed, and double-spaced with standard margins and font (i.e., 1-1.25”, Times New Roman, 11 or 12pt).

This assignment is worth 45 points in total and will be broken down into two separate parts. The first will be the facilitation, which will be worth 25 points. You will be graded as a group. The second part is the paper, which is worth 20 points. This will be graded individually. There will be two separate columns in the Grade Center. I expect that you will put effort into this assignment, work well together, and show professionalism during the facilitation, but I will not be grading you specifically on your teaching style. I realize that given time is short, not all group members may contribute equally to the class session. If you should have any questions or would like feedback on any portion of this assignment, do not hesitate to contact me. In addition, the INTO faculty are open to hearing from you in advance of your presentation, so don’t hesitate to email them directly to ask any questions as you are preparing for the class. (I will connect you with the specific faculty member.) Please do not wait until the last minute to ask questions!