



Meet Me at the Fair: A Collaborative, Multidisciplinary First Year Seminar Model

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Wake Forest University, Winston-Salem, NC

Section 1: Coming into FOCUS

FOCUS: Faculty **O**verseas **C**ollaborating on **U**ndergraduate **S**eminars

- To foster intellectual engagement of faculty from across disciplines in the College
- To expand global mindsets and experiences
- To provide support for writing across the curriculum
- To generate new and creative First Year Seminars
- To support faculty relationships and collegiality
- To provide an opportunity for faculty to convene and collaborate in an international setting



Section 1: Coming into FOCUS- The Application

- Paid travel and expenses to London (and Milan)!
- Design a collaborative course with 6 other colleagues that has a global focus!
- You pick the topic!
- Teach it twice and get paid an honorarium to do so!



Section 1: Coming into FOCUS: Early Efforts

Role of Lead Faculty Member:

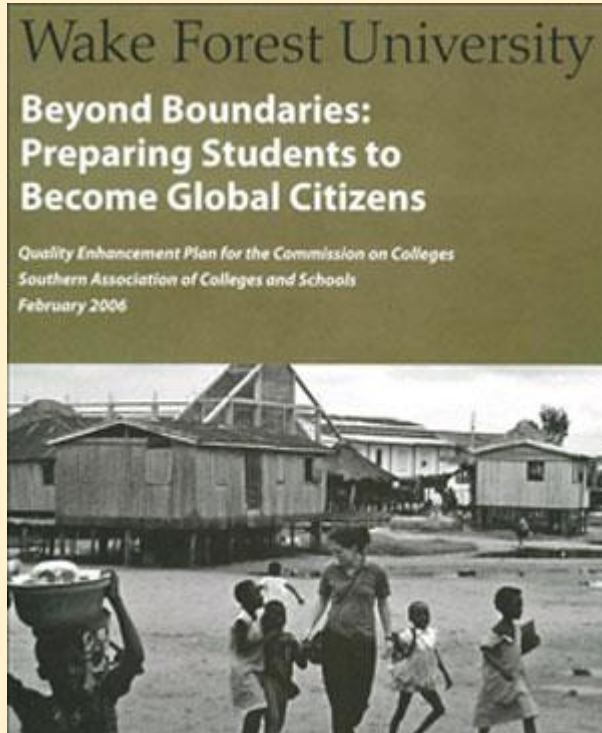
- Design a budget for FOCUS experience
- Coordinate travel for cohort of 7 with multiple itineraries
- Organize international cultural events, excursions, meals, and overall schedule while abroad
- Arrange meetings with the Teaching and Learning Center before we travel, considering AACU rubrics in our course objectives and Wake Forest's QEP.
- Shape beginning direction of course and meetings in London
- Submit course description to FYS committee for approval upon return

Microsoft Excel ribbon showing the **INSERT** tab. The ribbon includes the following groups and options:

- FILE** (background tab)
- HOME** (background tab)
- INSERT** (active tab):
 - PivotTable
 - Recommended PivotTables
 - Table
 - Pictures
 - Online Pictures
 - Illustrations
 - Shapes
 - SmartArt
 - Screenshot
- PAGE LAYOUT** (background tab)
- FORMULAS** (background tab)
- DATA** (background tab)
- REVIEW** (background tab)
- VIEW** (background tab)
- ADD-INS** (background tab):
 - Store
 - My Apps
 - Bing Maps
 - People Graph

	A	B	C	D	E
1	ITEM	Cost		Travel	
2	airfare to London	8,000.00		8,000.00	
3	airfare London to Milan	3,000.00		3,000.00	
4	transportation to/from airports	350.00		350.00	
5	Storage for luggage at Heathrow	\$200.00		\$200.00	
6	Milan, local transportation- all	200.00		200.00	
7	London local transportation - all	600.00		600.00	
8					
9	Milan Air B&B	1,300.00		1,300.00	
10	Expo tickets in Milan	300.00		300.00	
11	excursions to attend cultural events London	500.00		500.00	
12					
13	course materials	200.00			
14					
15	stipends + fringe	9,625.00			
16	per diem (\$75 x 1.55 exchange x 8 days x 7 people)	6,510.00			
17	Totals:	30,785.00		14,450.00	
18					
19	<i>fringe</i>				
20	<i>international transaction fees</i>				
21	<i>Inext</i>				
22					
23					

Section 1: Coming into FOCUS- The QEP



What does it mean to be a citizen of the world?

Citizens generally have some sort of civil duty to their land, such as the duty of protecting it. In this regard, I think citizens of the world think and act with the greater good of the world in mind. They search for ways to not just protect it, but to improve it, maintain its health, and ultimately give back to a world that has given so much to them. In doing so, they embed themselves into a fabric of connections stretching in all directions. They, to some degree, see themselves as citizens of not only their homelands, but of the homelands of others as well.

-FYS FOCUS student, 2016

Section 1: Coming into FOCUS- “within bounds”

*Although the Quality Enhancement Plan focuses on the international experiences of our undergraduates, we fully anticipate that the programs, actions, and the enhanced institutional infrastructure will have **positive implications for the internationalization of the University as a whole.** – President Hatch, 2006*



The class of 2019 at WFU:

- First-year students hail from 43 states and 18 countries.
- 10 % are international students.

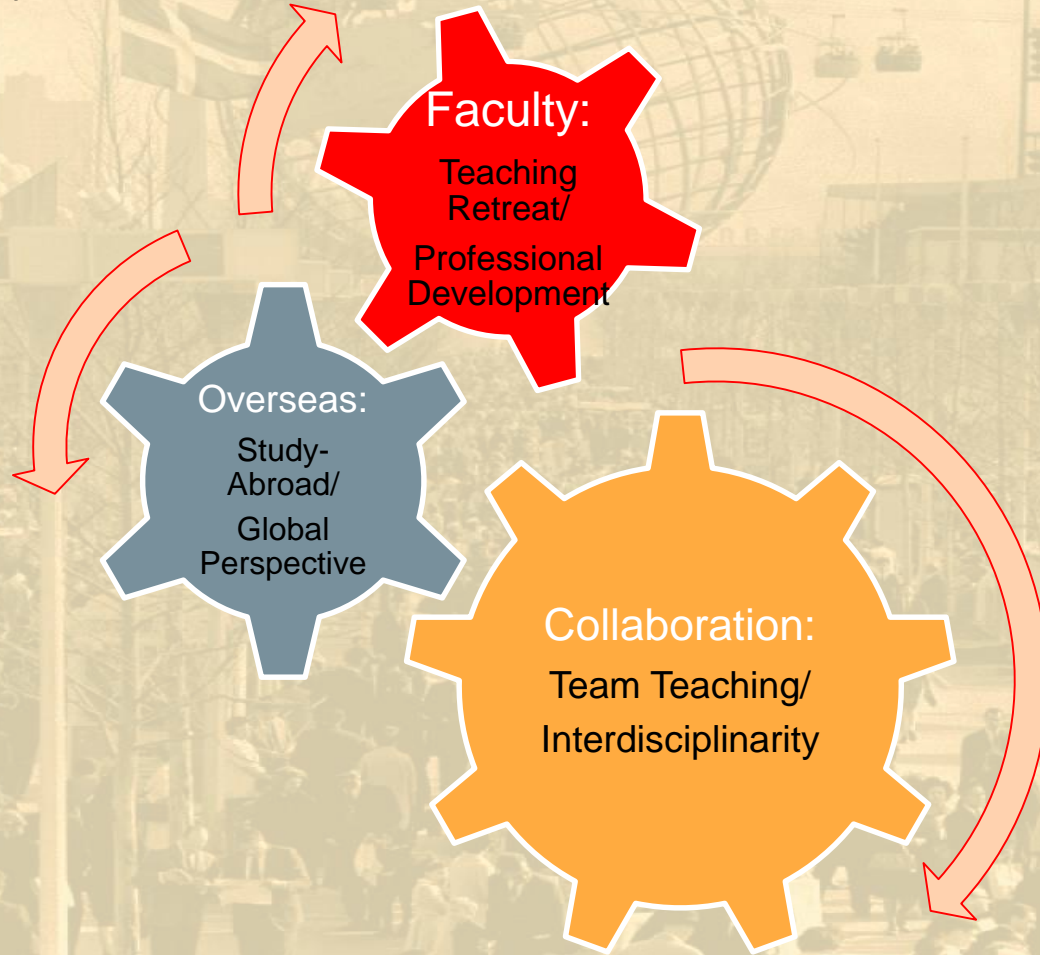
Section 1: Coming into FOCUS – Early Questions

- We want our course to be a fully integrated experience for our students and the faculty cohort.
- What does the phrase “the American Dream” mean to our students?
- What defines an empire and how does it serve to enlighten an individual and shape his/her identity? What is the historical landscape of London as an empire?
- What historical moments in London are crucial to our course if we examine ideas around personal and group identities, cultural appropriation and cultural assimilation?

Coming into FOCUS- Early questions, cont.


- How will personal stories be connected to our course?
- How do we learn on the road?
- What specific instances or moments of appropriation will we unpack in our course in London?

Section 2: Faculty Overseas Collaboration




Section 2: Faculty Overseas Collaboration

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Today, Wake Forest offers more than 400 semester, summer and year-long study abroad programs in 200 cities in more than 70 countries worldwide. More than 60% of Wake Forest undergraduates take advantage of these opportunities. These programs have challenging coursework, and many have opportunities for internships, field study, independent research, language partnerships, community

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Section 2: Faculty Overseas Collaboration

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Courses

Three courses are available to help you make the most of your study abroad program, Richter Scholarship-funded research trip, or service trip. These courses will help you develop skills necessary to study, live and work effectively in cultures other than your own. Enrolling in these courses is voluntary and is not required for you to study or travel abroad.

(i) Pre-Retreat
("Preparing for Cross-Cultural Engagement")



(ii) Overseas Retreat
("Cross-Cultural Engagement")

(iii) Post-Retreat
("Cross-Cultural Engagement & Re-entry")

INS 150 (Preparing for Cross-Cultural Engagement Abroad): Introduces you to cultural basics and skills needed for understanding and interacting with people in other cultures. Designed to familiarize you with host-country specifics and prepare you for a successful stay – whether in a homestay, WFU house, dorm or apartment. This is a half-semester course, taken in the semester before you study abroad. (1h P-POI)

INS 151 (Cross-Cultural Engagement Abroad): This course helps you maximize immersion and exposure to different aspects of the host culture. A mixture of interactive activities and reflections on your experiences, it is designed to help you develop deeper understanding and appreciation of the culture which you are living. In the process, you will learn more about yourself as well. Taken while you are abroad. (1h P-POI)

INS 152 (Cross-Cultural Engagement and Re-entry): Provides opportunities to reflect on your experience abroad and your re-entry to life in the US. You will delve deeper into culture and also learn how to leverage your international experience for jobs, careers, or further international experience. Half-semester, taken in the semester after you studied abroad. (1h P-POI)

Retreat logistics

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(ii) Overseas Retreat (“Cross-Cultural Engagement”)

“A retreat is a meeting that is typically designed and organized specifically to facilitate the ability of a group to step back from their day-to-day demands and activities for an extended period of concentrated discussion, dialogue, and strategic thinking about....._____.”

(A Guide to Planning and Conducting Successful Retreats,” E.C. Thomas)

Best-practices for a successful retreat:

- “Stay where you play” (away)
- Allow enough time
- Everyone talks, everyone listens
- Think big/ Think small
- Do real work

MILAN -
Empire

"Civilization"

"View of"

"World's Fair"

Listening Day

SPATIAL Attention/Lay out

LIBRARY DAY

5-7 min. indiv. presentation

Fri. synthesis day

BLOG? notebook of stud. presentations

low stake paragraph observation

BLOG w/ images on WORDPRESS

3-5 pg. analytic response to presentation

* Paul G. look

* graphic novel

* visitors account vs. historian's experience reflection

* reflection from the listening perspective, seeing perspective etc.

Final project: grp. project w/ individual component

one fair

"2019 worlds fair" - ea. grp. has proposal

→ BIE world fair site

→ fair proposal

→ pamphlet, advertisement
multi-modal

→ curatorial info

→ I'm a visitor... paper "intended vs. Real
experience" reflection
we give them an assigned identity

* each "discipline"
specific faculty presentation
lists 4 examples of 4
exhibits from fairs
both on & off this semester.
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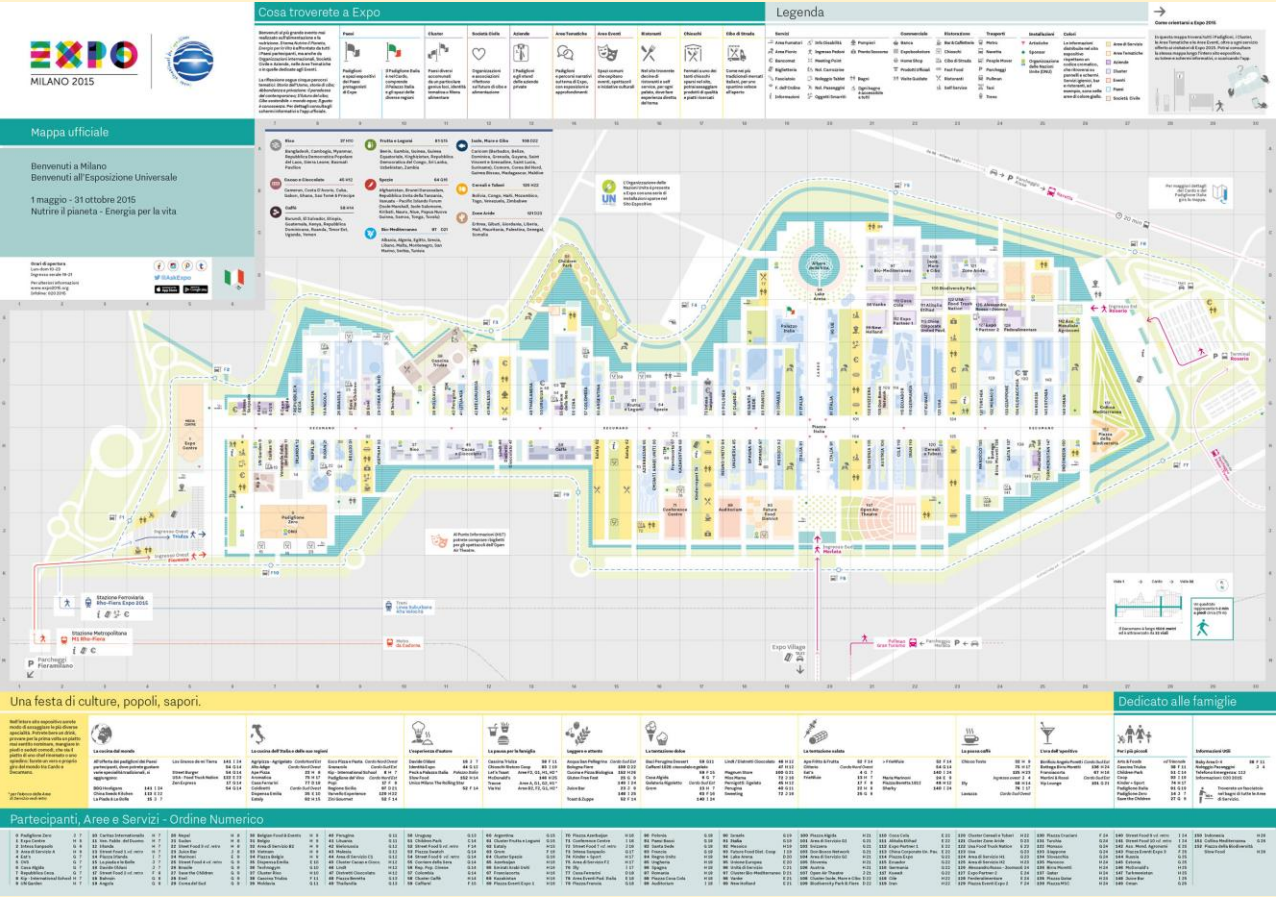
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<http://archexpo.net/en/contenu/great-exhib>



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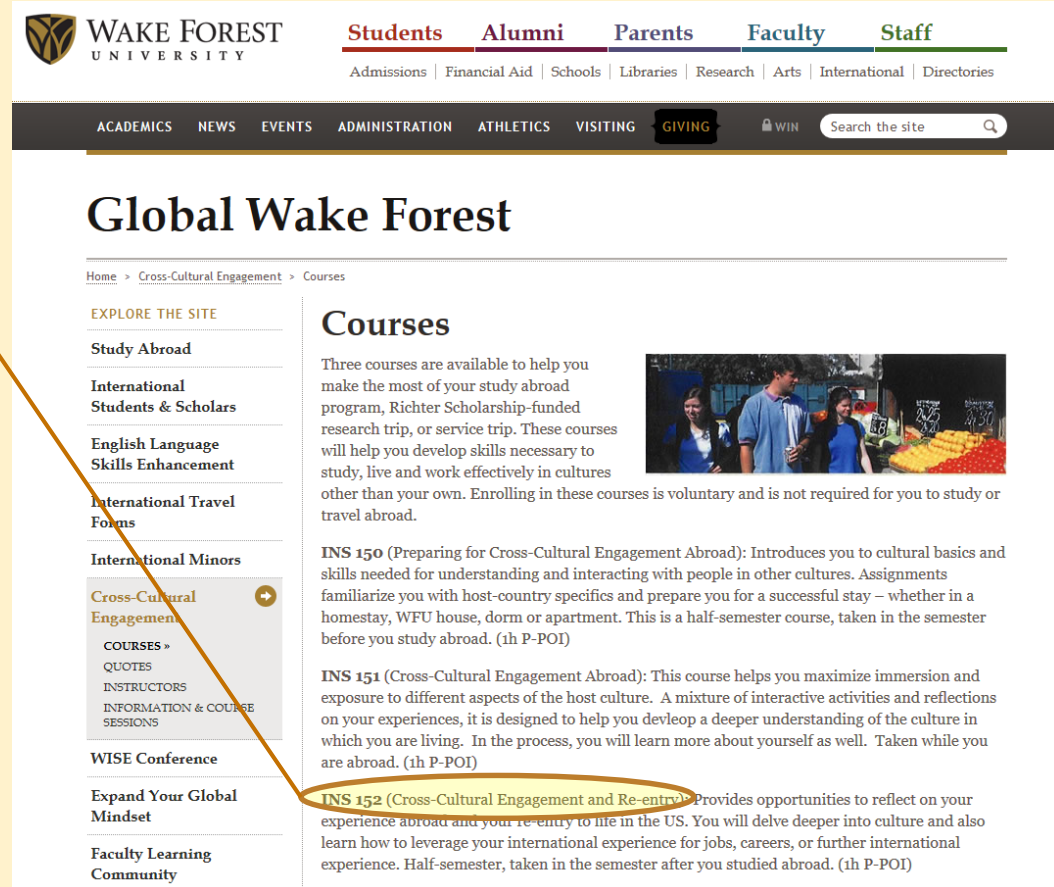
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Section 2: Faculty Overseas Collaboration

(iii) Post-Retreat ("Cross-Cultural Engagement & Re-entry")

- Opportunities to reflect
- Leverage international experience
- Delve deeper into culture



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Section 2: Faculty Overseas Collaboration

“Meet Me At The Fair”

What do baby incubators, Ferris wheels and smoking robots have in common?
They were all introduced at World's Fairs!

From Buffalo Bill's Wild West Show to the Eiffel Tower, World's Fairs have been opportunities for nations to represent their pasts and imagine potential futures.

In this interdisciplinary course (team-taught by seven faculty members), students will investigate the cultural relevance of World's Fairs and design their own future fairs.

*Ryan Shirey (English), Christina Soriano (Dance), Christa Colyer (Chemistry),
Louis Goldstein (Music), Katy Lack (Neuroscience), Ali Sakkal (Education) and Lisa Blee (History)*

Section 3: Course & Assignment Design



FYS 100 YYY:

Meet Me at the Fair

Spring 2016
MWF, 1-1:50

Class Location: Tribble Hall, C316

Faculty:

- Prof. Ryan Shirey (English) shireyrd@wfu.edu
- Prof. Lisa Blee (History) bleelm@wfu.edu
- Prof. Christa Colyer (Chemistry) colyercl@wfu.edu
- Prof. Louis Goldstein (Music) louieg@wfu.edu
- Prof. Katy Lack (Neuroscience) lackak@wfu.edu
- Prof. Ali Sakkal (Education) sakkalan@wfu.edu
- Prof. Christina Soriano (Dance) sorianct@wfu.edu

TR, 2:00 – 4:00 p.m. (ZSR 426B)



By appointment

Section 3: Course & Assignment Design

Course Objectives:

Students in this team-taught FYS course will be expected to:

1. Read and respond critically to sophisticated *texts, art objects, and performances*.
2. Pose and respond to complex ideas, including independently creating wholes out of multiple parts and drawing conclusions by combining examples, facts, or theories from *more than one field of study or perspective*.
3. Identify, analyze, interpret, and evaluate different points of view, including asking complex questions about *other cultures* and seeking out and articulating answers to these questions that *reflect multiple cultural perspectives*.
4. Construct cogent arguments in both *written and oral* form with attention to *revision*.
5. Develop and use knowledge of the historic and contemporary role and effects of human organizations and actions on *global systems* to develop and advocate for informed, appropriate action to solve complex problems in the *human and natural worlds*.

Section 3: Course & Assignment Design

Themes and Assignments

Welcome to the Fair (Introduction and Views of Milan Expo)	
Civilization, Empire, & Cultural Exchange (C19 and eC20 Expos)	<i>1) Rhetorical Analysis of “Progress” through an Exhibit from C19 or eC20 Expo</i>
Science, Technology, and the Rhetoric of Progress (mC20 and IC20 Expos)	<i>2) Visual & Rhetorical Analysis of “Progress” through the Representations of Science & Technology</i>
Design: Form & Function (IC20 Expos)	<i>3) Creative Multimedia Project: Designing an Immersive Space</i>
21st Century Expos (C21 Expos)	

Section 3: Course & Assignment Design

Themes and Assignments are designed to:

- draw upon multiple (inter)disciplinary discourses
- provide a narrative “arc” to the history of Expos (while also complicating and interrogating that narrative history)
- encourage students to ask questions at each stage about culture and representation (including their own cultural assumptions)
- explore the rise of globalization and its consequences for the arts, trade, science, the environment, and other areas of shared human concern
- integrate course readings and discussions into meaningful written and multimodal compositional work

Section 3: Course & Assignment Design

All of this builds to...

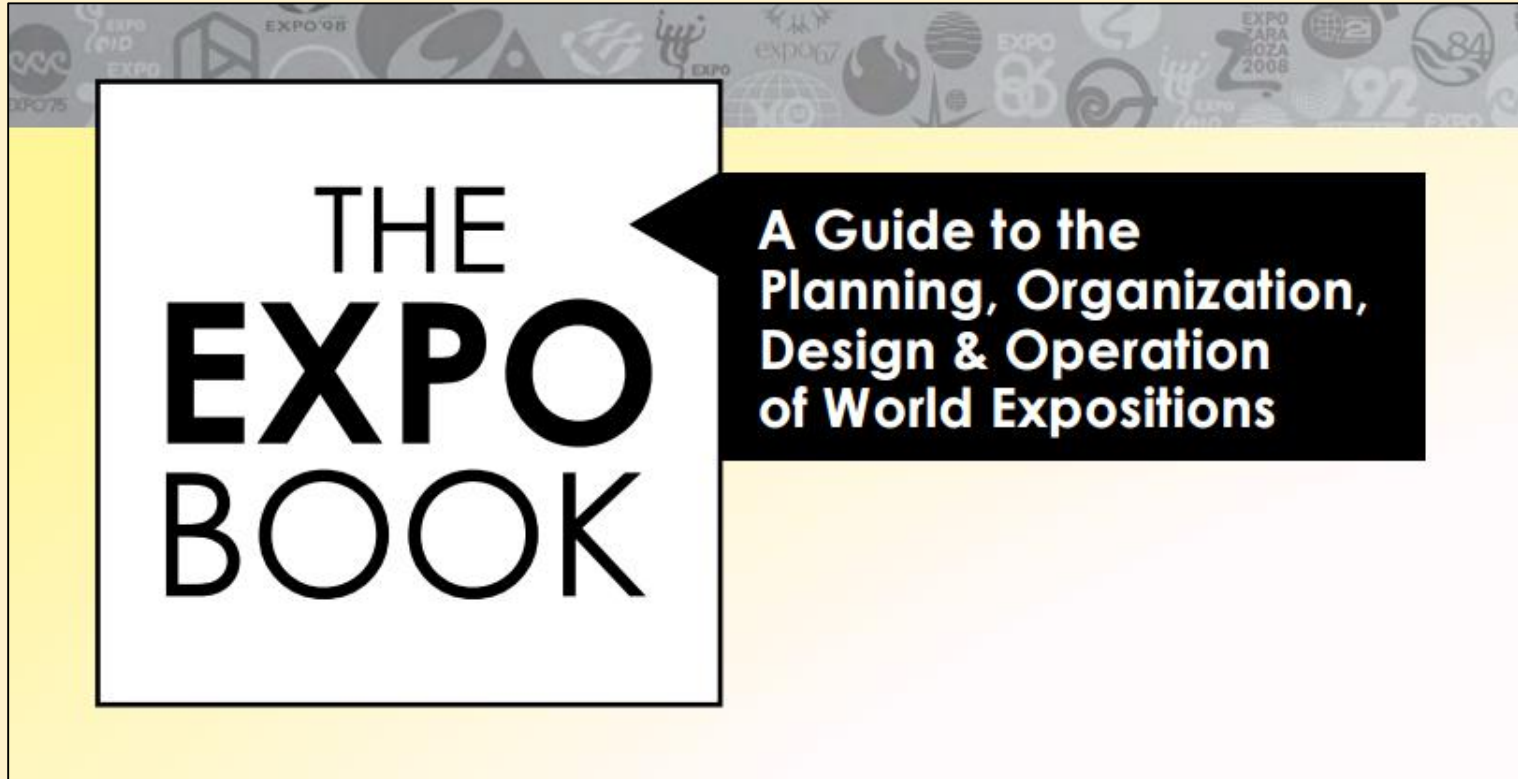
YOUR EXPO



Bureau International
des Expositions

A collaborative, multimodal project incorporating individual and group components. Students design their own proposals and models (including individual pavilions) for a Universal Exposition to be held in 2025. Groups present their proposals to all faculty, who play the role of the Bureau International des Expositions (BIE)--the global governing body for Expos.

Section 3: Course & Assignment Design



Section 3: Course & Assignment Design

EXPO Project:

- 50% of Final Grade (other formal compositions = 30%, participation = 20%)
- Assigned over the last 7 weeks of the course
- Last 3 weeks exclusively devoted to project work
- Presented during Final Exam period

Section 3: Course & Assignment Design

EXPO Project:

- Final Presentations - 4 groups x 45 min total per group:
 - 10 min for whole-group presentation on their fair (each student must speak during the whole-group presentation)
 - 5 min per student to present on their individual pavilions (x 4 students)
 - Up to 15 min for questions from the BIE Committee (i.e., FOCUS faculty)
- Graded on a rubric by all faculty

Section 3: Course & Assignment Design

Questions to consider...

Where do you hold your fair and what is your theme (argument)?

Why is this theme and location important right now?

How do you advertise to draw a particular audience (multiple audiences)?

How do you invite the world?

How will you represent and create space for different cultures and different kinds of cultural representation?

What is your budget and where will it come from?

How are the pavilions arranged?

What alternative or unintended interpretations might you anticipate?

How will you measure the success of your fair?

Our Questions:

Is this a “sustainable” offering? (Release time, credit for team-teaching, etc.?)

Is there an upper-limit to the number of faculty involved in the teaching team?


Should teaching team members have specific roles or “portfolios” to help manage workload AND to ensure that everyone/ every discipline gets fair representation?

How might we transpose this course into a study-abroad offering (Expo 2020 Dubai)?

Could/should a course like this be designed/used to fulfill institutional “Cultural Diversity” requirement?

Does a course like this serve as a model for the university’s 2016 QEP?

What does a FOCUS model look like without international travel as part of research and planning?

A sepia-toned photograph of a crowded fairground. In the background, a large, spherical structure with a grid-like pattern, resembling a globe, is visible. To its left, a Swedish flag flies on a tall pole. The foreground is filled with a dense crowd of people walking along a path. The overall atmosphere is that of a busy, historical event.

Your Questions?