**INST 3800: Intro to International (Professional) Service-Learning**

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Office Hours: M 11:30-12:30; T 11:00-1:00 & by appointment

**Why consider International Service Learning? What is it?**

A structured academic experience in another country in which students (a) participate in an organized service activity that addresses identified community needs; (b) learn from direct interaction and cross-cultural dialogue with others; and (c) reflect on the experience in such a way as to gain a deeper understanding of global and intercultural issues, a broader appreciation of the host country and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and globally.”


**Learning Outcomes:** This course addresses the University Learning Outcomes under “International Perspectives:”

- Explain how national cultures affect world views or ways of thinking;
- Explain how world issues and international connections impact people’s lives/ways of life;
- Analyze problems and possibilities inherent in global economic, geographic, political, and social systems.

This course also helps students discover strategies for embarking constructively on experiential learning—within an international context and through community-based learning—and to report on such field work orally and through online publication.

Students are encouraged to enroll in the one-credit “Morocco Today” course (INST 3900), offered May 6-14, 2017 in Rabat, Morocco. Through the non-governmental organization (NGO) AMIDEAST, we will have the opportunity to be involved in on-site NGOs such as Fondation Orient Occident (for refugees in Morocco) and Solidarité Féminine (an NGO that works with unmarried mothers).

**Course Objectives: Long-Term**

- Locate a Community Partner in an international context and prepare your own service-learning experience abroad (that experience abroad follows this course);
- Develop Skills to work effectively with a Community Partner (intercultural proficiency; teamwork; time management);
- Develop Research Skills;
- Develop Communication Skills to advocate orally and in writing on behalf of a community initiative or cause.
- Participate in BGSU’s annual Embracing Global Engagement Conference (undergraduate research) and/or submit to the online *International ResearchScape Journal* upon your return to BGSU.

**Roadmap: How to get there?**
Course Objectives: Short-Term:
- Participate in the international community on campus through CCCC (Cross-Cultural Conversation Connection) and/or Bowling Green’s Human Relations Commission (304 N. Church St): [http://www.bgohio.org/about-us/boards-commissions/human-relations-commission/]
- Develop a group project for US Together, Toledo and/or La Conexión, Bowling Green.

Mission Statement of US Together
[http://ustogether.us/who-we-are/]

“To coordinate, organize, and initiate services to immigrants and refugees through education, advocacy, support services, information, referrals, and networking opportunities in order to strengthen the community that we live in.”

Possible Projects:
~Create an Orientation Session on School Culture (how to navigate the school system at the secondary and higher education levels);
~Create an Orientation Session on Locating Employment;
~Planning Activities with the community of refugees;
~Establishing a Mentoring or Tutoring network for the children and adolescents.
~Organizing a “Materials Bank” [toothpaste, cleaning materials, dry food, non-perishable food.]
~Propose a project.

Mission Statement of La Conexión
[https://laconexionwc.wordpress.com/]

• Establecer y cultivar conexiones entre las/os latinas/os y la comunidad de Wood County—Establishing and nurturing connections among Latina/os and with the Wood County community;
• Fortalecer y promover nuestra identidad—Strengthening and promoting our identity;
• Abogar por la comunidad latina de WC—Advocating for the Latina/o community of WC;
• Promover actividades educacionales que beneficien a la comunidad latina—Promoting educational and research activities to benefit Latina/o contributions in WC;
• Asistir a la comunidad con los recursos que necesita—Being a resource for community needs.

Possible Projects:
~Assist ESL Instructor (lower- and intermediate-level English as a Second Language);
~Organize Educational Activities for children (1-12 years);
~Develop a culturally appropriate Booklet of Community Resources;
~Assist in the Development and Implementation of Strategies to reach members of the Latina/o community;
~Develop and run a Fund-raising Event for La Conexión;
~Propose a project.

Resources for the Course:
~Checklist for Identifying a Community-Based Experience Abroad
~Contract for Community Partner (US Together or La Conexión)
~http://libguides.bgsu.edu (Jerome Library LibGuides)
~https://www.bgsu.edu/international-programs-and-partnerships/education-abroad.html (BGSU Office of Education Abroad)
~https://www.bgsu.edu/career-center.html (BGSU Career Center)
~https://www.bgsu.edu/learning-commons.html (BGSU Learning Commons)
~https://www.bgsu.edu/provost/center-for-undergraduate-research-and-scholarship/ (Undergrad Research)
~http://ustogether.us/ (US Together/ government-sponsored organization works with refugees and immigrants in central and northwestern Ohio)
~https://laconexionwc.wordpress.com/ (La Conexión/ working with the Latina/o population in Wood County)

Required Readings for the Course:
~Articles on the Modules page, Canvas

Breakdown of Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation &amp; Preparedness (incl. Attendance)</td>
<td>5%</td>
</tr>
<tr>
<td>Blogs (8)</td>
<td>30%</td>
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<tr>
<td>Triple-Entry Journals (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Project Engagement/Effectiveness</td>
<td>5%</td>
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<tr>
<td>Project Outcome (Supervisor Evaluation)</td>
<td>5%</td>
</tr>
<tr>
<td>Newsflash: Written Article</td>
<td>5% + 10%</td>
</tr>
<tr>
<td>Newsflash: Oral Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Portfolio for Future Community Partner (Abroad)</td>
<td>10%</td>
</tr>
<tr>
<td>Community Activities (CCCCC; Attend BG Human Rights Commission, etc)</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
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*You can check out ISN, the International Studies (Student) Network as well (optional).

The course is divided into four Modules in order to accomplish the Short-Term and the Long-Term Course Objectives. The instructor reserves the right to modify the dates and readings. All assignments for class are posted to Canvas/Announcements page 20 minutes before the end of each class.
*Students are encouraged to enroll in a language course to prepare for their future International Service-Learning (ISL) experience.
*Take advantage of the “Librarian-in-Residence” program, Shatzel 105, Tuesdays, 11-3.*

**Classroom Policies are located in a separate document on the Modules page/Canvas.**

## Module 1: “Getting the Lay of the Land”

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Discussion Topic</th>
<th>Assignments/Planning</th>
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| Jan 9  | *Getting Started*  
~ Fair Trade Learning → [http://globalsl.org/ftl/](http://globalsl.org/ftl/) & FTL Rubric  
| Jan 11 | *Discussion of Reading*: Cress, Chap 1: “What are Service-Learning and Civic Engagement?”  
~ DVD: “Little Liberia,” Martina Hanulova, BGSU alum (2008), Givens Fellow in Ghana  
*Have you submitted your information to AcademicWorks to find scholarships to study abroad?* [https://bgsu.academicworks.com/](https://bgsu.academicworks.com/)  
*Discussion: Morocco Breakaway (1 credit course, May 6-14)* | *Blog 1 (submit by 1/18 before noon)*: Select 2 articles that provide current background information about the country you plan to work in. Analyze similarities & differences between the 2 articles (include a reflection on the venue). Can you identify any of the 7 myths outlined by Barthes? [250-300 words/structure your argument]  
The *Assignments document on the Modules page (Canvas) provides you with additional tips on how to write blogs.* |

### Week 2

| Jan 16 | *Martin Luther King Jr Day*  
*Visit Diversity Symposium (Poster Sessions, organized by BGSU’s CURS)* |  |
| Jan 18 | *Reading Current Events Critically*:  
Roland Barthes, “The Poor and the Proletariat,” “Photography and Electoral Appeal” (39-40, 91-93)  
*Submit Blog 1 (turnitin.com on Canvas)* | *Contact CCCC (Cross-Cultural Conversation Connection):*  
*Project 1*: Do you plan to mentor students in ESOL at La... |

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1 The following BGSU LibGuide provides helpful pointers: [http://libguides.bgsu.edu/c.php?g=227265&p=1506375](http://libguides.bgsu.edu/c.php?g=227265&p=1506375)
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<th>Date</th>
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<th>Assignments/Planning</th>
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<tbody>
<tr>
<td>Jan 20</td>
<td>Discussion of Reading: Cress, Chap 5: “Creating Cultural Connections”&lt;br&gt;What is Intercultural Proficiency? How can we measure it?</td>
<td>Conexión? Are you free Tues and/or Thurs evenings to meet at the First Presbyterian Church, corner of Wooster &amp; Church!</td>
</tr>
<tr>
<td>Jan 23</td>
<td>Learning about our “Glocal” Community Partners: Case → “US Together” (Intercultural Briefing)&lt;br&gt;~ Understanding Syria: BBC Documentary by Dan Snow: <a href="http://www.dailymotion.com/video/x123vmj_a-history-of-syria_shortfilms">http://www.dailymotion.com/video/x123vmj_a-history-of-syria_shortfilms</a>&lt;br&gt;~Project 2: Launching a spring “Materials Drive” for “US Together” with ISN → Can this drive become sustainable from one semester to the next? How?</td>
<td>Prepare Blog 2 (submit by 1/25 before noon, 250-300 words): Analysis of current situation in Syria: i) choice of 2 online articles (justification of choice—include dissenting opinions); ii) link to documentary (connections, contradictions); iii) analysis of Barthes’ myths&lt;br&gt;Watch the rest of the 59-minute documentary.</td>
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<tr>
<td>Jan 25</td>
<td>Discussion of BBC Documentary on Syria&lt;br&gt;Submit Blog 2 before noon</td>
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<td>Jan 27</td>
<td>“Collateral Damage” through War or Crimes Against Humanity?&lt;br&gt;Analysis of the Geneva Conventions &amp; defining one’s terms (Harvard edX materials, Humanitarian Responses to Conflict, on Canvas)&lt;br&gt;Discussion of the UN “Universal Declaration of Human Rights” (Canvas)&lt;br&gt;Discussion: “Condemned to Repeat: The Paradox of Humanitarian Action” (F. Terry, excerpts, on Canvas)</td>
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Module 2: “From the Classroom into the Community ... Responsibly”

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<thead>
<tr>
<th>Week 4</th>
<th>Discussion Topic</th>
<th>Assignments/Planning</th>
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</thead>
<tbody>
<tr>
<td>Jan 30</td>
<td>Discussion of Syrians in the U.S.: “The Citizen and the Terrorist”&lt;br&gt;Reflection (revisited) of Blog 2 current events (Filter: Universal Declaration of Human Rights &amp; Geneva Convention)</td>
<td>Prepare Blog 3 [submit 2/1 before noon, 250-300 words]&lt;br&gt;Select 2 or 3 online sources that focus on the status of Muslim U.S. citizens and non-citizens. Relate your analysis to “The Citizen and the Terrorist” and the Barthes readings.&lt;br&gt;*Be sure to select sources that present</td>
</tr>
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</table>
| Feb 1 | **Discussion:** “The Syrian Crisis and Migration” (Canvas), TBD: current text/s on migration from Syria (as situation evolves)  
**Submit Blog 3 before noon** | Start preparing possible questions for survey of US Together and La Conexión |
| Feb 3 | **Contextualizing “US Together”:** First Steps for Creating a survey for the Orientation Sessions on Schools in the U.S. & Employment Opportunities (contact with C. Dehabey) | |

### Week 5

| Feb 6 | **Reflection:** TED Talk, Ernesto Sirolli, “Do you want to help someone? Shut up and Listen”²  
Tania Mitchell et al, “Service-Learning as a Pedagogy of Whiteness” (Canvas) | **Prepare Blog 4 with a partner:** Create a survey to distribute to US Together. What do you need to know in order to structure your orientation session? |
| Feb 8 | **Discussion:** Comparing the versions of the survey  
**Drafting a structure for the two orientation sessions**  
**Submit Blog 4** | |
| Feb 10 | **Reflection:** Analysis of the models for Contracts with the Community Partner, US Together (Canvas)  
Establishing your Contract (consider Partner Evaluation forms, Canvas):  
--a description of the project and how you have designed it to suit the needs of our Community Partner;  
--the breakdown of tasks of each team member;  
--the timeline (what needs to be done, in what sequence). | Focus on Feedback to the Survey & to the structure of your Orientation Sessions (peer review)  
View Part 1 of the Documentary, Chicano! The History of the Mexican-American Civil Rights Movement: “Quest for a Homeland”³ |

### Week 6

| Feb 13 | **Learning about our “Glocal” Community Partners: Case → “La Conexión” (Intercultural Briefing)**  
Discussion of Chicano!, Part 1: “Quest for a Homeland” | **Prepare Blog 5 [submit 2/15 before noon]**  
Analysis of a sequence in “Quest for a Homeland”  
i) What is significant about this sequence? How has this section of the film affected your perspective on the Latin@

² [https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen](https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen)
³ You can access this documentary on YouTube:  
[https://www.youtube.com/watch?v=xl6jPNiPeVY](https://www.youtube.com/watch?v=xl6jPNiPeVY)
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<tr>
<th>Date</th>
<th>Event</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td>Feb 15</td>
<td><strong>Discussion: Apple Pie &amp; Enchiladas,</strong> “Latinos and the Changing Demographics of the Midwest” (47-73) &amp; “The Battle for Chapita Hills” (41-46) (Canvas) Myths about Latinos and Latinas (Canvas) <strong>Submit Blog 5 before noon</strong></td>
<td>View <em>Chicano!, Part II</em> (“The Struggle in the Fields”)<em>4</em></td>
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<tr>
<td>Feb 17</td>
<td><strong>Discussion: Chicano! Part II (The Struggle in the Fields)</strong> <strong>Discussion: Apple Pie &amp; Enchiladas,</strong> “The 20th-Century Historical Context-Contemporary Challenges” (26-40) (Canvas) Optional Resources: Toledo/ U.S. &amp; the History of Immigrants<em>5</em> Ray Suarez (PBS), “Latino Americans: the 500-Year Legacy that Shaped a Nation<em>6</em></td>
<td><strong>Prepare Blog 6.</strong> Analysis of current events regarding the Latin@ community in the Midwest (or the U.S.). How do these current events relate to the documentary and our readings? [Continue to make use of Barthes’ <em>Mythologies</em> in order to evaluate the journal (newspaper) articles.]</td>
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<td><strong>Week 7</strong></td>
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<td>Feb 20</td>
<td><strong>Discussion: Latino Heartland,</strong> “Together We are Stronger” (173-215) (Canvas) <strong>Submit Blog 6 (before noon).</strong></td>
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<tr>
<td>Feb 22</td>
<td><strong>Documentary Screening: Chicano! Part III,</strong> “Taking Back the Schools”</td>
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<td>Feb 24</td>
<td><strong>eLibrary Orientation in Jerome Library</strong> 3 teams (bring questions for the 3 “product-oriented” Community Projects: Orientation Session: Schools Orientation Sessions: Employment Booklet: Wood County Resources**</td>
<td><strong>Begin to prepare the Orientation Sessions &amp; Wood County Resource Booklet</strong> (which sections seem solid? what still needs to be researched?)</td>
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<td></td>
<td><strong>Week 8</strong></td>
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*4 You can access Part II of the documentary here: [https://www.youtube.com/watch?v=aN1xQrV2-Yo](https://www.youtube.com/watch?v=aN1xQrV2-Yo)  
*5 [https://www.youtube.com/watch?v=MF5Ar2vMeDc&index=1&list=PLeu77CKqWCPkPSys185KfblntCqIVW8](https://www.youtube.com/watch?v=MF5Ar2vMeDc&index=1&list=PLeu77CKqWCPkPSys185KfblntCqIVW8)  
*6 [https://www.youtube.com/watch?v=qiiFSc4yTyA](https://www.youtube.com/watch?v=qiiFSc4yTyA)  
*7 Part 3 of the *Chicano!* documentary can be seen here: [https://www.youtube.com/watch?v=JiQQws3IVU](https://www.youtube.com/watch?v=JiQQws3IVU)
### Module 3: Working With Our Community Partners

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Feb 27</td>
<td>Practical Planning&lt;br&gt;→ Report on contact with Community Partners&lt;br&gt;→ Finalizing Schedule for Orientation Sessions &amp; Booklet on Wood County resources</td>
<td>Continue fine-tuning your Orientation Sessions and/or Wood County Resource booklet.</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Practice Session:&lt;br&gt;→ Presenting Orientation Session on Schools in the U.S.&lt;br&gt;→ Analysis of culturally appropriate Booklet on Wood County resources</td>
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<tr>
<td>Mar 3</td>
<td>Practice Session:&lt;br&gt;→ Presenting Orientation Session on Finding Employment&lt;br&gt;→ Analysis of culturally appropriate Booklet on Wood County resources II&lt;br&gt;Discussion: Cress et al, Chap 3: “Becoming Community”</td>
<td>Prepare Blog 7. Evaluate your work as a team and troubleshoot what still needs to happen to accomplish your objectives. Helpful Resources: Cress, Exercise 4.9, p. 73 &amp; Ex. 4.10, p. 74, Ex. 5.5 “Investigating Privilege,” p. 87. Appendix 4.1, p. 75 provides helpful guidelines to determine different roles to be taken on within a team.</td>
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#### Week 9: March Break Mar 6-10

**Week 10**

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Mar 15</td>
<td>Discussion: Cress, Chap 4, “Groups are Fun, Groups are No Fun”</td>
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<tr>
<td>Mar 17</td>
<td>Booklet on Wood County Resources (Feedback/Revisions)&lt;br&gt;Discussion: Cress, Chapters 3 &amp; 4</td>
<td>Submit your Triple-Entry Journal I.</td>
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**Week 11**

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<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Date</td>
<td>Discussion</td>
<td>Future Community Partners</td>
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<tr>
<td>Mar 22</td>
<td>Discussion: Ivan Illich, “To Hell with Good Intentions” (Speech/Canvas)(^8)</td>
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<tr>
<td>Mar 24</td>
<td>Discussion: Cress et al, “Maintaining Community Partnerships”</td>
<td><strong>Submit your Triple-Entry Journal II.</strong></td>
</tr>
<tr>
<td>Mar 27</td>
<td>Meet with Ms. Heather Golden, Career Center, BGSU</td>
<td><strong>Prepare Blog 8:</strong> cyrus</td>
</tr>
<tr>
<td>Mar 28; 6 pm Tuesday evening</td>
<td><strong>Pallister French-Canadian Lecture Series: Novelist Kim Thúy &amp; Canadian</strong> →</td>
<td>Perspectives on Québec, Vietnam, Migration</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Discussion: Analysis of Context (country/region) for Portfolio</td>
<td><strong>Submit Blog 8.</strong></td>
</tr>
<tr>
<td>Mar 31</td>
<td>Discussion: Current Events → Future Community Abroad</td>
<td><strong>Start preparing Newsflash (1), see below.</strong></td>
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**Week 12**

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<tr>
<th>Date</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>Mar 22</td>
<td>Submit your Triple-Entry Journal II.</td>
</tr>
<tr>
<td>Mar 24</td>
<td>Finalize the choice of 2-3 Community Partners for your future study abroad experience.</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Meet with Ms. Heather Golden, Career Center, BGSU</td>
</tr>
<tr>
<td>Mar 28; 6 pm Tuesday evening</td>
<td><strong>Pallister French-Canadian Lecture Series: Novelist Kim Thúy &amp; Canadian</strong> →</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Prepare Blog 8:</td>
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<tr>
<td>Mar 31</td>
<td>Prepare Blog 8</td>
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**Week 13**

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<th>Date</th>
<th>Module 4:</th>
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<tbody>
<tr>
<td>Apr 3</td>
<td>Getting the Word Out: Conferences &amp; Publishing</td>
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<td><strong>Meet with Ms. Mary Kate Traficano, Office of Education Abroad</strong></td>
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<td></td>
<td>Practical Plans for Community-Based Learning Abroad</td>
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<td>[passport/visa/immunizations/ BGSU]</td>
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\(^8\) [http://www.swaraj.org/shikshantar/illich_hell.htm](http://www.swaraj.org/shikshantar/illich_hell.htm)

- Your specific questions about your future abroad program (to be confirmed)

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<th>Date</th>
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| Apr 5  | **Discussion:** Cress, Chap 6: “Reflection in Action” (1)  
Comparison/Critique: Setting up your Application Letter/ Contact with Future Community Partner Abroad |                                                                                         |
| Apr 7  | **Discussion:** Cress, Chap 6: “Reflection in Action” (2)  
& excerpt from Chap 11: “Beyond a Grade” (“Did we make a difference?”)   
Start preparing Newsflash (2).                                                                 |                                                                                         |
| Week 14| **Discussion:** Cress et al, Chap 8, “Leadership & Service-Learning”  
**Evaluation:** Feedback on long-term community work, e.g., Mentoring (La Conexión, US Together), Fund-raising (La Conexión) or Materials Drive (US Together), Attendance at BG Human Rights Commission, Involvement with BGSU’s CCCC  
Submit Newsflash (1)  
Continue preparing Newsflash (2).                                                                 |                                                                                         |
| Apr 10 | **Discussion:** Michael Novak, “Defining Social Justice” (Canvas)  
Peter Singer, “What Should a Billionaire Give—and what should you? (Canvas)  
Review and Revise your Portfolio (Future Community-based Project Abroad)                                                                 |                                                                                         |
| Apr 12 | **Reflecting on Community Work:** Kwame Appiah, “The Case for Contamination” (38-45) (Canvas)  
Roland Barthes, “The ‘Blue Guide’” (74-77) (Canvas)  
Begin preparing Newsflash PowerPoint presentation (for final week of classes)  
Research in support of a community-based cause [preparing for participation in the annual Embracing Global Engagement conference, early October] |                                                                                         |
| Apr 19 | **Peer Review: Portfolio for Future Community Partner Abroad**  
**Discussion:** Vanessa Andreotti, “Global Citizenship Education Otherwise” (Canvas) |
|---|---|
| Apr 21 | **Peer Review: Newsflash 2**  
**Discussion:** Cress et al, Chap 12, “Global and Immersive Service-Learning” |
| **Week 16** | **Week 16** |
| Apr 24 | **Presentation & Discussion of Newsflash Projects** |
| Apr 26 | **Presentation & Discussion of Newsflash Projects** |
| Apr 28 | **Wrap-up Session: Review for Final Exam  
Submit Portfolio [Future Community Project Abroad]** |

*Final Exam: Tues, May 2 [1:15-3:15], Hayes 126*

**Capstone Project: Newsflash**

**Phase 1:** Re-read your weekly blogs from the semester in order to identify the one or two major themes that connect them.  
~To what extent do you see an evolution in your observations?  
~How do the readings and experiences from later in the course affect your interpretation of your own written observations?  
~Identify 2 or 3 areas that need more research for your Newsflash publication.  
***Select diverse sections and insights from these weekly assignments, which will be integrated into your final project (include the reflective and the research assignments).  
~Submit your log of hours spent at the Community

**Phase 2:** You will be creating a Newsflash. Successful papers may be included in the “From Praxis to Press” section of the online International ResearchScape Journal.

You are drafting a multi-media Newsflash to report on a “glocal” community crisis or need in Bowling Green or in Wood County. Your article, which is written for an online publication that is read by the campus and local communities, should include:

~a definition of the “glocal” crisis or need related to the phenomenon of globalization;  
~background information on the situation (history of the region/current events) and on the individuals affected by the event (be sure to protect their identities with pseudonyms);  
~the project proposed by BGSU students to address the need and its implementation;
~assessment of ways to expand the project and to encourage civic involvement in other citizens, in particular university students.

Once you have included the relevant information, consider ways in which to embed images in the article in order to further make your article engaging. Set up your Newsflash as a PowerPoint (you can use the voiceover and animation features); you can also upload the document as a pdf document.

~Be sure to cite all your sources (cf https://owl.english.purdue.edu/owl/resource/747/01/)
~Once you have completed your article, create an effective headline for your article.

**Phase 3: Public Speaking** you will be presenting your community-based project to the rest of the class. Draw on your Newsflash in order to explain your challenges and choices. Include your community partner’s response to your project.
~The presentation should include suggestions for next year’s team.

**Phase 4: Bringing your Community-Based Learning research Home 2 BGSU**
Once you return from your education abroad experience, you will be encouraged to submit your research to the annual undergraduate conference, *Embracing Global Engagement: Internship, Service and Experiential Learning on BGSU’s Education Abroad Programs* (generally held in early October). There will be a panel of reviewers to vet the submissions.
Consult the website of **Center for Undergraduate Research and Scholarship (CURS)** for more information about the annual undergraduate conference: https://www.bgsu.edu/provost/center-for-undergraduate-research-and-scholarship/
~After the conference, you have the option of submitting your research to the online *International ResearchScape* journal (your paper will be reviewed and if accepted, uploaded to the journal site): http://scholarworks.bgsu.edu/irj/