Course Meetings: This course meets for 150 minutes on Mondays. Students should also expect to complete fieldwork CAT (City as Text exercises) and attend brief fieldtrips on occasion.

Instructor: Dr. Abby Loebenberg
Office: Sage 169
Contact Info: abby.loebenberg@asu.edu
Office Hours: by appointment and (12-1.30 PM W/F)

Course Description:
This course blends experiential with academic approaches to learning about the allure and possibilities of world travel. We will learn practicalities from experienced travellers and look at how travel has inspired writing, song and film throughout history. From learning the process of planning and booking a trip to adapting to different social customs while abroad, we will take in a broad sweep of approaches to what it means to travel and how travel can, and does, shape culture. The class will involve short field trips and guest speakers as well as class discussions and presentations in order to prepare students to become or improve their role as global citizens.

Course Goals:
- Increased familiarity with contemporary philosophical and theoretical works that inform an interdisciplinary understanding of globality and local diversity.
- Increased practical knowledge of travel and its application to personal and academic growth.
- Understanding of how to use City as Text methodology as part of Honors pedagogy.
- Increased awareness of cultural production inspired by travel such as literature, film and music.

Learning Outcomes:
- Synthetic understanding of the impact of travel on the formation of global awareness and the ability to apply that knowledge to both local and international contexts critically.
- Competency with investigative and reporting techniques consistent with the City as Text model.
- Critical broadening of the students’ awareness of the literature, film and other cultural productions surrounding travel.
- Practical improvements and empowerments in the students’ knowledge of travel opportunities and their competency in being able to make use of those opportunities.

Required Course Texts/Readings: All texts for this class will be made available on ASU Blackboard as PDFs. Students may either print the readings and put them in a binder they bring with them or bring a tablet or laptop. In either case, students must bring their required readings to each class.

Students are also required to have some way of making notes while on independent City as Text fieldwork excursions. This could be as simple as a notebook and pencil. A camera, a smartphone or a videocamera could also be useful in this process, but are not mandatory and not required in order to achieve maximum grades in the course.

Course Format:
This is a seminar format class. You are required to prepare readings and conduct City as Text assignments prior to some classes in order to be prepared for class. You are also required to participate in every class. City as Text assignments are compiled into online blog posts.

Coursework
The final grade is assessed as follows:
33.3% (Class Blog) – the entries are due before the next week’s class after they are assigned.
33.3% (Participation)
33.3% (Project Capstone)

Extra credit MAY be offered

Seminar Participation
The participation grade is judged both on frequency and quality of class contributions. If you do not actively participate in each class, you cannot achieve an A for this component. Participation is your responsibility, take it and speak up, contribute to your breakout groups and use the opportunities for presentation.

Things that will raise your participation grade are as follows:

- Preparing field notes for each class and bringing your text to class.
- Speaking up.
- Connecting previous readings to current ones.
- Asking questions and engaging other students.
- Being respectful of the classroom, the discussion, your instructor, and your fellow students’ opinions.

Things that will lower your participation grade are as follows:

- Failure to bring your preparation to class.
- Use of cell phones.
- Sleeping or lack of focus especially that is obviously related to non-program activities.
- Chattering or having side conversations that are not invited by the instructor.
- Over-dominating discussion.
- Negative or defensive body language.

The participation grade is graded on a four-point scale in every class where there is a reasonable opportunity for you to participate. Good participation (4/4) includes meeting all of the above positive criteria and none of the negative. Average participation (3/4) includes meeting some of both category or meeting only some of the positive criteria. Poor (2/4) participation includes meeting none of the positive and none of the negative criteria or meeting more negative criteria than positive. Absences will score 1/4.

There may be spot quizzes on readings at the instructor’s discretion. These will not be necessary if everyone does the reading. If there is a quiz on the day’s reading, your score will factor heavily into your participation grade for the day.

City as Text Assessment

Each City as Text fieldwork exercise should be written up as a polished thoughtful entry where you integrate some of the aspects of our class discussion of texts, duly cited, and reflect on how they
connect to your experience of visiting the assigned area of the city. These blogs should have a clear theme and draw on snippets of your fieldnotes and quotes from the readings to create an analytical piece that is conceptually coherent and formally written.

Schedule of Readings and Assignments:
How to read this calendar: for each class there are readings listed and a class title. Go to Blackboard and click on that class title to download the readings as PDFs and read them.

Week 1 – Monday 9th Jan

In Class) Introduction to class

Set up a Twitter Account. Set up a Blogger account.
ASU/Barrett Global Scavenger Hunt Challenge in teams.

Week 2 – No Class MLK Day

Week 3 – Monday 23rd Jan

Prep for Homework) Excerpt from I Swear I Saw This, Writing Ethnographic Field Notes, Braid- City as Text will be available online.
Take the bus or another form of public transit to a farmers market in Phoenix or Tempe, write about it using CAT methodology and post it to your Blog.

In Class) Documentary film “Go Further” (excerpt) Ron Mann and Discussion of CAT, readings etc.

Week 4 – Monday 30th Jan


In Class) Discussion of readings

Week 5 – Monday 6th Feb


In Class) Easy Rider film screening in class (film) Discussion of readings and film

Week 6 – Monday 13th Feb

Prep for Homework) The Pilgrimage, Paulo Coelho (Excerpt), Bill Bryson A Walk in the Woods, Thoreau “Walking” (Excerpt). Go for a walk and post notes to your blog.

In Class) Discussion –
Week 7 – Monday 20th Feb

Prep for Homework) The Diaries of Isabelle Iberhardt /Writings from the Sand (Excerpt), Harris, Contours of the Cold and Land of Lost Borders. Watch “Into the Wild” film.

In Class) Discussion and Guest speaker (BHISA/Circumnavigator awardees)

Week 8 – Monday 27th Feb

Prep for Homework) https://www.tsa.gov/travel/travel-tips (watch these videos). Watch “Britain’s Busiest Airport: Heathrow” Episode 1 https://www.youtube.com/watch?v=Je-0c2nrXsQ (You can watch more if you want). Fox “Watching the English” (Excerpt)

In Class) Fieldtrip to Airport (bring lightrail fare or U-Pass) – you should write fieldnotes and post these to your blog before next class.

Week 9 – Monday 13th March

Prep for Homework) Kerouac “On the Road” (read my PDF or buy your own). Make a Road Trip music playlist and post it to your Blogger with your favorite quotes from the book. If you go anywhere on Spring Break (if not go somewhere new in your home town) post to your blog.

In Class) Discussion and guest speaker/discussant.

Week 10 – Monday 20th March

Prep for Homework) Watch 2 chapters of the DVD “Fascinating Sights of America” of your choice and watch Grand Canyon and post a travel entry to your blog about one of the sights. Dean MacCannell “The Tourist” (Excerpt)

In Class) Thelma and Louise* (Film) and Discussion.

* Thelma and Louise contains a scene of attempted rape and may be triggering for some individuals. If you could find this difficult in a public setting you are welcome to discuss this with me in advance of watching the film.

Week 11 Monday 27th March


In Class) Discussion

-Professor at Conference-

Week 12 - Monday 10th April

In Class) Discussion, Study Abroad.

Week 13 – Monday 17th April

In Class) Discussion, Guest Speaker (Volunteering)

Week 14 - Monday 24th April
Prep for Homework) Read the abstracts of the following articles:
http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=214877&fileId=S0272263104262076
http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=214874&fileId=S0272263104262064
http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=214862&fileId=S0272263104262027

Look at the following websites:
https://jetprogramusa.org
http://us.fulbrightonline.org/about/types-of-grants/english-teaching-assistant-awards
Look up what a TESOL and TEFL certificate is.
Look up the visa requirements for working in a country you are interested in. Are they different for teaching English?

In Class) Discussion, Guest Speakers (Teaching Overseas – Fulbright ETA and non).

NB! FINAL Project due Monday May 1st 9am
Capstone
Students have a choice of capstone projects. This part of the syllabus will detail that assignment. The Capstone is likely to consist of a choice of:

1.) Plan a trip using the skills you have learned in the class. You should detail exactly where you are going, how you are getting there and where you are going to stay. Write a travel 1500 word (min) “blog” about your experience on the trip from reading blogs of others who have travelled to that destination.
2.) Take a weekend roadtrip to somewhere that you haven’t been before. Using City as Text methodology explore the place and write about the experience. Reference the texts we have used in class to add dimension to your final project. Post a blog.
3.) Write a traditional formal paper on the following question:
   What does it mean to be a global citizen in a local context?

Final Grades %

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.0-100</td>
<td>A+</td>
</tr>
<tr>
<td>94.0 - 97.9</td>
<td>A</td>
</tr>
<tr>
<td>90.0 - 93.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0 - 89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.0 - 86.9</td>
<td>B</td>
</tr>
<tr>
<td>80.0 - 82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77.0 - 79.9</td>
<td>C+</td>
</tr>
<tr>
<td>70.0 - 76.9</td>
<td>C</td>
</tr>
<tr>
<td>60.0 - 69.9</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59.9</td>
<td>E</td>
</tr>
</tbody>
</table>

Extra Credit
There will be no extra credit opportunities assigned for this course.

Late Assignments
Unexcused late assignments are not permitted and will receive a 0. If you are having technical or Wi-fi connectivity issues please let me know immediately in person on the trip.

Course Policies
- Electronic device such as a tablet or laptops are required to access ASU Blackboard. During discussion time please close laptops or turn the screens to the side so as not to block your face from the group.
- Attendance is mandatory at all scheduled classes. Two absences are allowed per semester after which point one grade letter will be deducted from your final grade per class per absence. The only exception to this is in the case of illness or a University sanctioned event or religious holiday - please see course policies section.
- The instructor reserves the right to modify the course calendar during the course. The student agrees to this by registering and remaining in the course. Classes should not be recorded unless you have a disability statement that indicates it is necessary. To request this, or other accommodations, please register with the Disability Resource Center and submit appropriate documentation to me. Some students may deem some of this course’s content offensive. If you have concerns in this regard please contact me.
- In class conduct is listed above under participation, but it is also important to note that this class has dedicated City As Text periods that are designated as field work time where you will be
representing ASU and Barrett, but you will not be monitored by faculty. We, of course, expect you to represent us well.

**Multiculturalism Statement**

Barrett, the Honors College at Arizona State University, is committed to creating a multicultural learning environment, which is broadly defined as a place where human cultural diversity is valued and respected. Barrett courses integrate multicultural and diversity issues in ways that are designed to enhance students’ honors experience and promote learning goals. We hope that our students will contribute their unique perspectives to this effort by respecting others’ identities and personal life histories and by considering and raising issues related to multiculturalism and diversity as appropriate to individual course content.

**Grade Appeals**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see [http://catalog.asu.edu/appeal](http://catalog.asu.edu/appeal).

**Incomplete**

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form ([http://students.asu.edu/forms/incomplete-grade-request](http://students.asu.edu/forms/incomplete-grade-request)).

**Student Standards**

Students are required to read and act in accordance with the provisions of this syllabus as well as university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: [https://students.asu.edu/srr](https://students.asu.edu/srr)

**Academic Integrity**

*Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), loss of registration privileges, disqualification and dismissal. For more information, see [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).*

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

*Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else’s work without proper citations.*

**Prohibition of Commercial Note Taking Services**
In accordance with **ACD 304-06 Commercial Note Taking Services**, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

**Student Support and Disability Accommodations**

The provisions of the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, do not apply outside of the United States, so students with disabilities may find accessibility and accommodation in a given ASU study abroad program location to be very different from what is found in the United States. Upon request, the ASU Study Abroad Office can provide information about the availability of accommodations and accessible facilities on the specific program and can help the student determine whether the student’s preferred program can meet the student’s accommodation needs. Students with disabilities should understand that the ASU Study Abroad Office cannot guarantee access to public transportation, buildings, or public sites on this program.

*Qualified students with disabilities may be eligible to receive academic support services and accommodations* during the study abroad program. Eligibility is based on qualifying disability documentation and assessment of individual need. Every effort is made to provide reasonable accommodations for qualified students with disabilities, although the nature of the accommodations that can be provided by ASU during your study abroad program will depend on a number of variables, including but not limited to availability of resources on-site, accessibility of program facilities, and any study abroad requirement of the student’s degree program.

Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC at: [http://www.asu.edu/studentaffairs/ed/drc/](http://www.asu.edu/studentaffairs/ed/drc/). If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services. Typically, once a student discloses the need for an accommodation through their study abroad application, the ASU Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

**Drop and Add Dates/Withdrawals**

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

**Email Communications**

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: [http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822) and file a help desk ticket by clicking on “My Help Center.”

**Campus Resources**

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: [http://studentsuccess.asu.edu/frontpage](http://studentsuccess.asu.edu/frontpage)
Harassment Prohibited:
ASU policy prohibits discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities (480-965-6547) if you feel another student is harassing you based on any of the factors above; contact the Office of Equity and Inclusion (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.

Establishing a Safe Environment:
Learning takes place best when a safe environment is established in the classroom. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others’ view points, whether you agree with them or not.

Syllabus Disclaimer:
The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Student Conduct Statement:
Students are required to adhere to the behavior standards listed below:
- Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct http://www.azregents.edu/policymanual/default.aspx,
- ACD 125: Computer, Internet, and Electronic Communications http://www.asu.edu/aad/manuals/acd/acd125.htm, and

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (http://www.asu.edu/aad/manuals/usi/us201-10.html).
Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.