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 Overseas Collaborating on Undergraduate Seminars

- 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
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<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>ITEM</td>
<td>Cost</td>
<td>Travel</td>
</tr>
<tr>
<td>airfare to London</td>
<td>8,000.00</td>
<td>8,000.00</td>
</tr>
<tr>
<td>airfare London to Milan</td>
<td>3,000.00</td>
<td>3,000.00</td>
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<tr>
<td>transportation to/from airports</td>
<td>350.00</td>
<td>350.00</td>
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<tr>
<td>Storage for luggage at Heathrow</td>
<td>$200.00</td>
<td>$200.00</td>
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<td>Milan, local transportation - all</td>
<td>200.00</td>
<td>200.00</td>
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<tr>
<td>London local transportation - all</td>
<td>600.00</td>
<td>600.00</td>
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<tr>
<td>Milan Air B&amp;B</td>
<td>1,300.00</td>
<td>1,300.00</td>
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<tr>
<td>Expo tickets in Milan</td>
<td>300.00</td>
<td>300.00</td>
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<tr>
<td>excursions to attend cultural events in London</td>
<td>500.00</td>
<td>500.00</td>
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<tr>
<td>course materials</td>
<td>200.00</td>
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<tr>
<td>stipends + fringe per diem ($75 x 1.55 exchange x 8 days x 7 people)</td>
<td>9,625.00</td>
<td>6,510.00</td>
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<tr>
<td>Totals:</td>
<td>30,785.00</td>
<td>14,450.00</td>
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<td>fringe international transaction fees</td>
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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

- Faculty: Teaching Retreat/Professional Development
- Overseas: Study Abroad/Global Perspective
- Collaboration: Team Teaching/Interdisciplinarity
Section 2: Faculty Overseas Collaboration

FOCUS PROGRAM:

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

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

(iii) Post-Retreat ("Cross-Cultural Engagement & Re-entry")
Section 2: Faculty Overseas Collaboration

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

- Team building
- Brainstorming: goals & course topic
- Considering learning outcomes
- Researching retreat activities
- Retreat logistics

https://www.aacu.org/value-rubrics
Section 2: Faculty Overseas Collaboration

(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
Empire

"Civilization"

"View of..."

"World's Fair"

LISTENING DAY

SPATIAL Attention/4 Year

LIBRARY DAY

5-7 min. indiv. presentation

Fall synthesis day

Blog? notebook of stud. presentations

Low scale, paragraph; observation

Blog w/ images on wordpress

3-5 pg. analytic response to presentation

At Paul & Work

A graphic novel

10 visitors account. vs. historian's experience reflection

Reflection from the listeners perspective. Seeing perspective etc.

Final project. "project in individual context:

"2019 World's Fair" - ea. gap. her proposal = think on theme, exhibit, price

"BIE World Fair site"

Fair proposal

> pamphlet, advertisement

Multi-modal

"era. social significance"

I'm a historian. paper "intended vs. real experience" reflection

we give them an organized identity
Section 2: Faculty Overseas Collaboration
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http://archexpo.net/en/contenu/great-exhibition-crystal-palace-1851#.VrIXPVJg5mU
Section 2: Faculty Overseas Collaboration
Section 2: Faculty Overseas Collaboration
(iii) Post-Retreat
(“Cross-Cultural Engagement & Re-entry”)

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

MILAN EXPO 2015
1st May – 31st October 2015

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) bleeelm@wfu.edu
• Prof. Christa Colyer (Chemistry) colyercl@wfu.edu
• Prof. Louis Goldstein (Music) louiegr@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) | Science, Technology, and the Rhetoric of Progress  
(mC20 and lC20 Expos) | Design: Form & Function  
(IC20 Expos) | 21st Century Expos  
(C21 Expos) |
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<td>1) Rhetorical Analysis of “Progress” through an Exhibit from C19 or eC20 Expo</td>
<td>2) Visual &amp; Rhetorical Analysis of “Progress” through the Representations of Science &amp; Technology</td>
<td>3) Creative Multimedia Project: Designing an Immersive Space</td>
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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
All of this builds to…

YOUR EXPO

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?
Your Questions?