

Journeys Stockholm: Contentment in a World of Anxiety

Every Tuesdays & Every Thursdays 10-11:15 AM EST

GBL 102 & GBL 103 Spring 2023

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Office Hours: Tuesday/Thursday 1PM - 1:50 PM

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Course Description:

GBL 102 explores the concepts of global structures, systems, and processes through common readings, dialogues, small group discussions and a tour of Stockholm, Sweden. This course specifically focuses on the role of community and social influences on contentment/happiness. With that, during the course of the semester, students learn about the importance of contentment/happiness, what impacts contentment/happiness, and how society/cultures impact happiness and contentment. In addition, the course will cover the history, geography, and culture of Sweden, in order to cultivate the skills needed to engage in meaningful intercultural communications with Swedes. While this class will focus on happiness/ contentment, it is not a mental health, psychology, or neuroscience course. This is not a language class. If you would like to learn a few phrases, look to apps or podcasts or youtube.

Learning outcomes:

Upon successful completion of this course, students will be able to:

- Identify, explain, and analyze the history, culture, and social structures of Sweden
- Observe and discuss global structures and systems as they relate to Sweden and Nordic Countries
- Articulate the importance of contentment and factors that impact contentment
- Draw connections between course content and the Stockholm trip
- Based on the interactions within class and during our travel, students will reflect and articulate their own values, ethics and assumptions
- Demonstrate the knowledge and skills essential for global engagement

In preparation for our immersion experience in March, we will read and discuss literary texts, historical scholarships, and films that address societal roles in contentment/happiness. In early March we will travel to Stockholm. Throughout the course we will connect specific aspects of *happiness/contentment in a society living in an anxious world* with a set of global topics and readings.

Students in all sections of Global Journeys will engage with:

- Identity: Self/Other/Culture
- Imperialism/Colonialism/Diaspora
- Globalization
- Journeys: Why Travel?

Required Readings (links of PDFs will be available to you):

Identity: Self/Other Culture:

1. (Posted PDF) Manyika, Sarah. "Oyinbo." *Problematizing Blackness: Self-Ethnographies by Black Immigrants to the United States*. Ed. Percy Claude Hintzen and Jean Muteba Rahier. New York: Routledge, 2003: 65-83. https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=756120&site=eds-live&scope=site&custid=asc1&ebv=EB&ppid=pp_65
2. (Posted PDF) Cisneros, Sandra. *A House of My Own: Stories From My Life*. New York: Knopf, 2015: Chapter "Only Daughter" 91-95.

Ethics of Travel/Sustainability:

3. (Posted PDF) Kincaid, Jamaica. *A Small Place*. New York: Macmillan, 2000. [95 pages] [I will place bookstore order for all sections in advance of Spring; McCain has copies of this OR you may access via the Internet Archive (<https://agnesscott.on.worldcat.org/temporaryItems/Temp11702942>). You must create a free account to access the full text.]
4. (Video) Daga, Dave, Kyle Jordan, Lauren Michell, Ashley Monaghan, Marc Swenker, and Jesse Zook Mann. *The Last Tourist*. Utopia, 2022. [NOTE: may require ASC credentials! <https://agnesscott.on.worldcat.org/oclc/1302341719>]

Globalization:

5. (YouTube Video) *The True Cost*. 2015. Dir. Andrew Morgan. (92 mins. documentary that focuses on "fast fashion," and the environmental, social and psychological effects of the garment industry and global capitalism.) [Available through Docuseek. <https://agnesscott.on.worldcat.org/oclc/945070091>]
6. (Posted PDF) Singer, Maya. "Is There Really Such a Thing as 'Ethical Consumerism'?" *Vogue* (blog), February 4, 2019. <https://www.vogue.com/article/ethical-consumer-retrayage-batsheva-lidia-may>.

Imperialism/Colonialism/Diaspora:

7. (Posted PDF) Fanon, Frantz. *The Wretched of the Earth*. New York: Grove Press, 2004: 1-8, 52- 57-59. [pdf copies provided]

You will find these topics and the related readings spread out across the course. Some of these readings relate more directly to the specific topic of our sections, some do not reveal this connection right away. Establishing these links through close reading, discussion, and assignments will constitute an important part of your participation and knowledge production.

Nordic Specific Readings:

8. John F. Helliwell, Richard Layard, Jeffrey D. Sachs, Jan-Emmanuel De Neve, Lara B. Aknin, and Shun Wang. *World Happiness Report 2023*.
9. Partanen, Anu. *The Nordic Theory of Everything: In Search of Better Life*. Harper Press. 2016. Chapter 1 and Chapter 2.

Office hours, appointments, and a note about email: Students are welcome to stop by my office (201 W). Please send me an email with information about the times you are available to meet. I am usually able to respond to email quickly; however, if you send an email after 5 pm it is unlikely that you will receive a response until the next day. Additionally, I often do not respond to emails received after 5 pm on Fridays until Sunday afternoons. If for some reason I do not respond to an email within a reasonable amount of time (one day during the week or before Monday morning if the weekend), please email me again! I am human and I do occasionally miss things.

Course evaluations: At the end of the semester you will receive an email asking you to submit an evaluation of the course. Please give feedback! Your input is very important to the college as a whole and to me as a faculty member.

Course Accessibility and Academic Accommodations: Agnes Scott College views disabilities as an integral part of the rich diversity of our community and strives to make all learning experiences as accessible as possible.

If you are a student who receives academic accommodations through the Office of Accessible Education, please schedule a meeting with me within the first two weeks of classes to discuss how your accommodations will be implemented for this course. During this meeting, you are not expected to disclose any details concerning your disability, though you may discuss these details at your discretion.

If you are a student with a disability—physical, medical, psychological, or learning-specific, and have not connected with Accessible Education to discuss your accessibility needs, please visit their [website](#) to learn more about accommodations, helpful resources, and support available.

Students who register for accommodations during the semester should schedule a meeting with me after accommodations have been approved by the Office of Accessible Education.

Diversity and inclusion : Agnes Scott is a diverse and inclusive community. As one of the most diverse colleges in the nation, ASC is ideally positioned to be the model of a diverse and inclusive community that society can aspire to be. Such diversity raises the intellectual quality of the classroom experience, creating a unique environment for learning to understand and navigate the challenges of our times. By studying, living, and playing together, Agnes Scott College's remarkably diverse student body hones the habits of mind, skills, and knowledge essential to ethical and innovative leadership in our increasingly heterogeneous and global society. As such, this course adheres to the principles of diversity and inclusion as integral to the Agnes Scott community and respects people from all backgrounds. As a first step, this course affirms people's decisions about gender expression and identity and will use each other's preferred names and gender pronouns at all times.

Academic honesty: The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should

1. review each course syllabus for the professor's expectations regarding course work and class attendance;
2. attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper;
3. not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work;
4. not allow another party to do your work/exam or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam;
5. not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently;
6. be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., email, online, in a mailbox, to an office, etc.).

You should understand that penalties resulting from dishonest conduct range from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

A Title IX statement: Agnes Scott is here to help you if you have experienced any form of sexual harassment or violence, dating or domestic violence, or stalking. Please talk to any faculty or staff member with whom you feel comfortable. Faculty and staff members want to support you and have been trained to help. They will also inform the Title IX office so that you learn about options available to you. If you do not want college administrators to know what you have experienced, you may talk to the chaplain, as well as nurses or counselors in the Wellness Center with complete confidentiality. They will not tell anyone what you share with them unless you give your express permission. You may contact the Title IX Coordinator directly at T9Coordinator@agnesscott.edu

Assignments/Grades for the semester Global 102:

Your Travel Project (working individually or in small groups) which will include:

- Project Proposal (15 points)
- A Pre-Trip Project Presentation (15 points)
- Post-Trip In-Class Presentation (25 points)
- Final Project (25 points)

Pre-Class Readings Reflections (8 @ 3 point each)

End of the Week Reflections (10 @ 3 point each)

Letter to Myself (5 points)

Post-Journey's Reflection Essay (15 points)

A large part of this first part of our course will be about building community within our class and classroom.

Classmate Interviews on 1/9 and 1/11 - We're going to start the semester by doing some short one-on-one interviews with your classmates. In your journal, please write down your interview notes in there.

We will be reflecting on your interviews and what you've learned about each other (and yourselves today) for the next couple of classes, so please keep your notes in a secure place (like your journal).

You'll start today by asking your choice of 3 or 4 of the following questions to several of your classmates.

You can choose any of these questions/prompts and you can change them between interviewees.

1. When I encounter a new food I _____
2. When I meet someone new I _____
3. When I am in a group where most people share some part of my identity I _____
4. When I am in diverse groups I feel _____
5. When I think about traveling, I _____
6. Politically/socially, most of my friends/family are _____
7. Why are you interested in this program?
8. What are your personal goals in this program?
9. What aspect of this trip do you think might be challenging for you?
10. What are you most looking forward to?

When we are done with our interviews, we will take a few minutes to reflect on what we just did. In your journal, take a minute and respond to the following prompt:

Do you see any similarities between your interviewee's answers and your own? Any differences?

Pre-Class Reading Reflections:

Answer the following questions in your travel journal after you have read the assigned reading for the class. You will take a picture of your journal entry and upload it BEFORE class time.

1. How do travel and learning connect?
2. How does this reading relate to your understanding of your culture?
3. How does globalization show up?

End of Week Reflections:

Answer the following questions in your travel journal after our class times during the week. You will take a picture of your journal entry and upload it after a full week of meeting.

1. What have you learned this week about our destination?
2. What have you learned this week about global studies?
3. What have you learned this week about yourself?

“Expert” Presentation

You will prepare a short presentation for a particular site/place/visit/topic during our travel week. You will pick a topic and then meet with the professor to sketch out the details of this 5 minute presentation. The main goal of this activity is to remind us of specific readings, class discussions, and concepts that we’ve discussed prior to travel and to frame our visit. While you can show images, you are not expected to produce a powerpoint or glossy handouts. Rather, this is an opportunity to practice public speaking and the concise communication of knowledge in a realistic setting.

Section-specific Final Project

Each student will produce a digital final project that reflects their personal learning and travel experience. For the project you can draw on any of the course readings, on your journal, on any photos you’ve taken, etc. We will spend time at the beginning of the semester talking about topics that are interesting to you and that you’d like to explore and research further during the rest of the semester. You can do the project in groups or individually. We will dedicate some of our class time towards the end of the semester to workshop this project.

Common (to all sections) Journeys Reflections “Letter to Self”

Students in all Global Journeys sections will write a pre-travel “letter-to-self” and a post-travel reflections essay in which they reflect on how the course helped them to develop as global learners.

Your first assignment is to write about your goals for this Journeys course in the form of a letter to yourself. Focus on what you hope to learn this semester as well as how you think your identity or experience growing up in a specific place and culture has informed your values and your outlook on the world.

Specifically, address these questions

1. What does global learning mean to you?
2. What do you hope to learn from this course? What do you hope to learn about your Journeys course site?
3. What perspective(s) do you bring to this course? What do you hope to contribute?
4. What global issues or problems interest you?

Your letter should be approximately two pages (no more than 500 words total or approx. 125 words per question). It should be addressed to yourself. You can write in whatever style you choose, but take your time and consider your own history and experience of place.

The goal of this assignment is to establish where you are at the beginning of the semester – how you are thinking about global issues and global learning, what you intend to contribute, what you hope to learn and ways you want to develop. We will revisit this letter toward the end of the semester. Each reflection will be unique, but there will also be commonalities.

While this is a personal reflection, only disclose things you are comfortable sharing with me and that are appropriate to the academic goals of this course.

Due: January 16, 2024 no later than 10:00 AM ET. Late work is not accepted.

Post-Journey's Week Reflection Essay

Please re-read your “Letter to Myself” and the essay prompt before writing your final reflection. Your next assignment is to write an essay of approximately three pages (~750 words) where you reference course themes that emerged during your Peak Week experience. Your goal is to write about your experience in ways that illustrate concepts and or themes from the course readings. The essay should incorporate discussion of at least two of the following class themes:

- Ethics of Travel
- Imperialism, Colonialism, Diaspora
- Identity (Self/Other/Culture)
- Globalization

In the last part of the essay, you should reference the letter you wrote to yourself at the beginning of the semester about what you hoped you would get out of this course. Reflect upon the goals you set for yourself then and what you learned this semester about your experience growing up in a specific place and culture and how participation in Peak Week has influenced your perspective on global problems and their solutions.

Due: April 16, 2024 no later than 10:00 AM ET. Late work is not accepted.

Global 103

Assignments/Grades for the semester Global 103:

Pre-departure “Expert” Presentation (10 points)

Travel Journal (20 points)

Professionalism during travel (25 points)

Travel Journal

Reflecting in writing on what we see, hear, and encounter is one of the best ways to learn. This applies to our travels as well as to our class meetings.

Throughout the semester you will make regular entries in your travel journal: interesting quotes from the readings; your thoughts and reactions to the materials we discuss; observations about class discussions, etc.

Your entries do not always have to be fully developed paragraphs -- they can consist of phrases, sketches, quick notes, etc.

Think of this as a developing archive, or a collection of field notes, that you can go back to once you start working on the final projects.

Your journal will contain your *personal* take on the topics we study but not your *private* thoughts.

Please do not use the journal as a form of an intimate/personal diary.

I will occasionally track how you are using your journal and might ask you to share what you've collected and want to make sure you are aware of that.

	Class Topics	To Complete BEFORE class
1/9	Syllabus Classmate Interviews Group Me for the Class	Read the long syllabus. It is your complete understanding of this class
1/11	Classmate Interviews	
1/16	Identity Activity	Due by 10AM - Letter to myself
1/18	Identity Activity	Reflections for: Manyika, Sarah. "Oyinbo." Problematizing Blackness: Self-Ethnographies by Black Immigrants to the United States.
1/23	Class Contract for Travel/ Ethics of Travel	Reflections for: WHR Pages 1 - 16
1/25	Go Through the "Potential Scenarios"	Reflections for: The True Cost. 2015. Dir. Andrew Morgan (youTube)
1/30	What are we doing in our free time in Stockholm? Research Day!	
2/1	What is happiness?	Reflections for: WHR Chapter 2
2/6	Identity and Imperialism	Reflection for: Cisneros, Sandra. A House of My Own: Stories From My Life.
2/8	Globalization Activity	
2/13	What impacts Mental Health?	Reflection for: The Nordic Theory of Everything, Chapter 1
2/15	Outside of class, work on your expert presentation	
2/20	What makes the Nordic Countries different? - Expert Presentations	
2/22	What makes the Nordic Countries different? - Expert Presentations	Reflection for: Singer, Maya. "Is There Really Such a Thing as 'Ethical Consumerism'?" <i>Vogue</i> (blog)
2/27	Packing lists and how to Pack	
2/29	Re-visit Class Contract for Travel	
3/3 - 3/9	<i>Journey's Week</i>	<i>Journey's Week</i>
3/3 2:45 PM	Depart ATL	
3/4	9:25 AM Depart for ARN 12:00 PM arrive in ARN Check in at https://www.zinkensdamm.com/en/	
3/4		

	Class Topics	To Complete BEFORE class
3/5		
3/6		
3/7		
3/8		
3/9		
3/10	Leave ARN at 11:20 AM Leave AMS 4:50 PM Arrive in ATL at 9:50 PM	
3/10 - 3/16	<i>Spring Break</i>	<i>Spring Break</i>
3/19	Reflections on Nordic Cultures	**last day with Schmidt Scholar
3/21	Reflections on the details of travel itself	
3/26	Happiness/Mental Health Reflections	
3/28	Reflect on our Identity before and after travel	
4/2	Work on Final Project	Reflection for: Daga, Dave, Kyle Jordan, Lauren Michell, Ashley Monaghan, Marc Swenker, and Jesse Zook Mann. The Last Tourist.
4/4	Work on Final Project	
4/9	Globalization Activity	Reflections for: Kincaid, Jamaica. A Small Place.
4/11	Globalization Activity	Reflection for: Fanon, Frantz. The Wretched of the Earth.
4/16	Practice Presentations	*Post Peak Week Reflection
4/18	Practice Presentations	
4/23	SpARC	
4/25	Final Presentations	
4/26	Scotties with Nerves 4PM - 6:30 PM Bullock Science Center	
4/30	Final Presentations	