Instructionally Related Activities Funds Request Spring 2020

▾ Submitter

Submitter Name

Joseph Jenkins

Submitter Email

jacob.jenkins@csuci.edu

▾ 1. Basic Details

Activity Title

UNIV 392: Intercultural Communication & Design

Activity/Event Date

July 18-27 (in addition to prior on-campus class sessions throughout Summer Session II)

Date Funding Needed By

Summer 2020

Previously Funded?

● No
○ Yes

Additional Proposers

N/A

Academic Program/Center/Organization Name

Communication Program (Although I am a Communication faculty, it should be noted that this course will be offered to all CI students; great efforts will also be taken to recruit students from a broad range of programs and disciplines across campus - which is especially relevant considering the course's interdisciplinary nature).

Estimated total Course Fee revenue

$13,995.70 (via lab/course fees paid by students)

Amount Requested from IRA

$32,881.30

Estimated Number of Students Participating

15

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2. Brief Activity Description

Describe the activity and its relationships to the educational objectives of the students' program or major

Brief Activity Description

To what extent does our communication serve to shape the spaces we inhabit throughout life, and to what extent do the spaces we inhabit throughout life serve to shape our communication? To answer that question, this UNIV 392 study abroad course will increase students' awareness and understanding of how our cultural patterns of human interaction influence our built environment, and vice versa.

How might US residents view the "city" differently, for example, if we decentralized our zoning practices like England? How might we understand the meaning of "work" differently – and by extension our personal role in the workplace - if we adopted federal laws that require all employees to receive natural lighting at their desks and easy access to green space? How might we approach "food" differently – what we eat, when we eat, where we eat, how we eat, and who we eat with – if the we valued food's production and preparation over its price and convenience? How might we perceive "spirituality" differently if our skylines were dominated by centuries-old cathedrals, as opposed to high-rise apartments for the 1%? And how might we interact with each "other" differently if we lived in a new urbanist society where speeding cars were replaced by public transit, garage doors were replaced by front doors, and the need for personal space was replaced by the need for personal connection?

Through class lectures, readings, discussions, journaling, presentations, and an original research project, students will explore each of these questions within one of the most historically rich, architecturally vibrant, and culturally diverse cities in the world: London, England. As one of the world's only metropolitan areas to offer architectural exemplars ranging from Ancient (e.g., Cleopatra's Needle, circa 1450 B.C.E.) to Neo-Futurism (e.g., The Shard, circa 2009 C.E.), students will gain firsthand experience of how architectural design simultaneously reflects and reifies unique cultural values over both time and place. In doing so, students will learn to position significant architectural designs – historic and contemporary, public and private, urban and rural – within their proper cultural context, thus, realizing the recursive influence each has upon the other.

In light of the instructor's unique qualifications and the use of several high-impact teaching practices that speak to CI's mission pillars, this course will also offer a truly special opportunity for all CI students. The instructor's unique qualifications include a degree in Architecture, 4 years of experience teaching Architecture full-time, and experience working in Architectural firms across the US – including Washington, DC. Finally, the course's use of high-impact teaching practices include (1) interdisciplinarity, (2) student research, and (3) international perspectives. This course is interdisciplinary by nature - drawing from the fields of Communication, Architecture, Engineering, Sociology, and more. The course integrates student research by requiring the completion of an original research project from beginning to end. And the course enhances international perspectives not only by exposing students to a diverse European culture, but also by using weeks of in-class curriculum before traveling abroad to better preparing them to make the most of what they observe and experience while in England.

Please provide a list of administrative support work needed to fulfill the goals of the proposal. Indicate the estimated time of year and amount of time needed for each work item to the best of your ability:

Administrative Time

Because I have successfully led this course twice before, the administrative support needed for its completion is expected to be extremely minimal. Each of our venders and accommodations are already in CSUCI's system. As in past years, when it is absolutely necessary that Jeannette Edwards must help with a purchase, I will schedule a time with her that works best for her busy schedule and come with all the details of each transaction prepared. Thus, it is estimated only a handful of administrative support hours will be needed during the study abroad's planning phase in early spring; no administrative support is expected to be needed during the actual course in Summer Session II or during its study abroad portion.

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3. Learning Outcomes and Relation of IRA to Course Offerings

All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.

1. Please list all classes that directly relate to the proposed activity.
2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent

Learning Outcomes and Relation of IRA to Course Offerings

Student Learning Outcomes (SLOs) for this course:

1. Demonstrate an increased awareness and informed understanding of the ways our cultural patterns of human interaction influence our built environment, and vice versa.
2. Learn to position significant architectural works – historic and contemporary, public and private, urban and rural, theorized and actualized – within their proper cultural context, thus, realizing the influence each has upon the other.
3. Articulate the cultural differences and influences that simultaneously exist between significant architectural designs in the US and England.
4. Evidence an increased comprehension of spatial relationships in/around London from both a micro (e.g., public parks, civic squares, building designs) and macro perspective (e.g., zoning regulations, urban planning, public transit).
5. Design and implement an original research project from beginning to end that uses ethnographic methods to explore the recursive relationships between spatial design and human (inter)action.
6. Obtain firsthand experience of how architectural design simultaneously reflects and reifies unique cultural values over both time and place.
7. Actively participate in class discussions, cultural demonstrations, group activities, and experiential lectures about the built environment in/around London, England.
8. Illustrate – both written and verbally – firsthand understanding of England's diverse culture, customs, architectural history, and communicative norms.
9. Acquire a deeper sense of personal and professional life in/around London through mindful interactions with local citizens and professional/personal colleagues.
10. Disseminate a reflexive awareness and deepened understanding about one's own lived experiences in/around London, with a particular focus on the role and influence of its physical environment.

This UNIV 392 study abroad course will be offered to all CI students, with special care/consideration given to recruiting a wide representation of majors from across campus. For Communication majors, this class might replace the course requirement of COMM 321: Intercultural Communication. In the past, other majors have made similar accommodations, depending on their specific major advisor. After returning from their study abroad experience, students will also disseminate those experiences to their classmates via several campus presentations: class visits, a group presentation during International Week, etc. Finally, it's worth mentioning that because CI does not currently offer any courses in Architectural design/theory, this class offers a truly unique learning opportunity for CI students like no other on campus.

▾ 4. Activity Assessment

Describe the assessment process and measures that the program will use to determine if it has attained its educational goals. **Please note that a report will be due at the end of the semester.**

Description of Assessment Process

Below are the course's specific learning outcomes, followed by a specific list of major course assignments that includes a brief assignment description and list of the exact student learning outcome(s) they align with.

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US and England.

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5. Design and implement an original research project from beginning to end that uses ethnographic methods to explore the recursive relationships between spatial design and human (inter)action.

6. Obtain firsthand experience of how architectural design simultaneously reflects and reifies unique cultural values over both time and place.

7. Actively participate in class discussions, cultural demonstrations, group activities, and experiential lectures about the built environment in/around London, England.

8. Illustrate – both written and verbally – firsthand understanding of England's diverse culture, customs, architectural history, and communicative norms.

9. Acquire a deeper sense of personal and professional life in/around London through mindful interactions with local citizens and professional/personal colleagues.

10. Disseminate a reflexive awareness and deepened understanding about one's own lived experiences in/around London, with a particular focus on the role and influence of its physical environment.

Major course assignments, including a brief assignment description and list of the exact student learning outcome(s) they align with:

Architectural Artifacts: SLO #1, #2, #3
Students will take an original photo of an architectural design, space, or detail, and then come to class prepared to explain the way(s) it (1) reflects, reifies, or reinforces cultural patterns of human (inter)action in the US, or (2) embodies cultural differences/similarities between the US and England.

Lecture Exams: SLO #1, #2, #3, #4
Students will take a series of in-class exams to demonstrate their content knowledge gleaned from class lectures, readings, and discussions.

Design Presentation: SLO #1, #2, #3, #4, #7, #8
Students will research a culturally significant design in/around London, England, in order to deliver two distinct presentations: a brief Ignite-Style presentation while stateside, and a brief "refresh" about the same design before visiting it in-person while abroad.

Cultural Demonstration: SLO #1, #2, #3, #4, #6, #7, #8, #9
Students will work in small groups to research, design, and lead an interactive demonstration on a culturally significance space in/around London, England.

Class Journal/Blog: SLO #1, #2, #3, #4, #6, #8, #9, #10
Students will use our custom course website via CIKeys to keep an online journal that fosters/evidences/disseminates reflexive awareness and deepened understanding of their lived experiences in/around London, with a particular focus on the role and influence of its physical environment.

Research Paper: SLO #1, #2, #3, #4, #5, #8, #9, #10
Students will design and implement an original research project that uses ethnographic methods to explore the recursive relationships between spatial design and human (inter)action.

Attendance/Participation: SLO #1, #2, #3, #4, #6, #7, #8, #9, #10
Students will be expected to actively participate in all class discussions, cultural demonstrations, group activities, and experiential lectures about the built environment in/around London, England.

▾ 5. Activity Budget

Please enclose a complete detailed budget of the entire activity. Indicate specific items that you are requesting IRA to fund.

You should use either the Regular Activity budget (for events on campus) or -- if your event involves any travel-- you MUST use the IRA Travel Budget Form.

You can download both of the IRA Excel Budget sheets at http://www.csuci.edu/ira/application.htm.

Activity Budget

Jenkins - IRA Travel Budget Form - UNIV 392.xlsx

▾ 6. International Trips

If your event is an international trip submitted through the Center for International Affairs, you must include copies of:

1. Complete Center for International Affairs/ UNIV 392 proposal
2. The program budget as submitted to the Center for International Affairs (to ensure congruency between the two budgets)
3. as well as a copy of the course syllabus

Center for International Affairs Budget

Jenkins - CIA Travel Budget Form - UNIV 392.xlsx

Copy of Center for International Affairs Proposal

Jenkins - CIA Online Application - Summer 2020.docx

Course Syllabus

Jenkins - Course Syllabus - UNIV 392.docx

Certification

☑ I certify that students attending this trip are not previous or repeat attendees of a prior International UNIV 392 Trip

▾ 7. Sources of Activity Support

Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity. Please indicate if there are no other sources of funding

Other Sources of Funding

The student fee for this course is $935, which will generate a total of $14,025 toward its overall budget.

This course has not secured any additional sources of funding; however, I am actively seeking financial support from the "Michael Brill Grant in Urban Communication and Design." Named in honor of Architect Michael Brill, this grant seeks to encourage innovative projects that provide a bridge between the fields of communication and design. Redeemable for up to $2500 per grant proposal, the Michael Brill Grant in Urban Communication and Design is funded by the Urban Communication Foundation and administered in conjunction with the Environmental Design Research Association.

If the Michael Brill Grant comes to fruition, I will notify the IRA committee immediately. In all likelihood, however, the potential for this course to offer what past students described in their evaluations as a "life changing" experience is entirely up to the IRA and its decision to supply financial support.

▾ 8. Promoting Participation

What is your intended audience and how do you intend to market this to your students?

Each of the previous times this course was offered (during the summers of 2015 and 2017), student interest was

overwhelming. I received over 60 individual student applications each time from more than a dozen programs across campus.

In effort to choose 15 students from among those 60+ applications, the course application asks students whether they've ever traveled abroad, whether they're first-generation college students, etc. This information gives me the ability to prioritize first-generation college students and students who have never had an opportunity to travel abroad, as well as upper classmen/women, students representing different backgrounds and disciplines across campus, etc. The previous two times I've led this course, the result was a beautifully diverse cross-section of CI, with Juniors and Seniors from nearly 10 disciplines, all of whom self-identified as being from at least one historically underserved group and all of whom had never had the opportunity to travel abroad before.

Despite the overwhelming interest in this course in past years, great efforts will still be taken to recruit students from a broad range of programs and disciplines - which is especially relevant considering the course's interdisciplinary nature. To this end, I have already arranged (pending CIA approval) to make personal announcements about the course in 16 class sections, spanning 6 programs on campus. Additional arrangements will be made once course approval is officially received. In addition, flyers will be posted throughout campus, made available at key campus events, and displayed on the flat screen monitors in the Broome Library and Student Union Building. The course will also be posted on CIA's website and shared through the Communication program's social media. Finally, the campus events calendar will be used to invite students to informational meetings about the class.

If this is an event that is off campus, how do you plan to bring back the benefit of this event to campus?

As they've done following each of the previous times this course was offered (during the summers of 2015 and 2017), students will help to bring the benefits of this study abroad course back to campus in a variety of ways. They will do so by (1) guest lecturing on their experience in each of my courses in the fall and spring, as well as within a variety of additional courses, as allowed by the instructors; (2) offering a group presentation to all of CI campus during International Week, (3) writing personal thank you notes to David Daniels and the entire IRA Committee to express their gratitude, and (4) by writing and submitting academic conference paper(s) based upon their class research project. In fact, during my time at CI, I have successfully worked with dozens of students to develop conference-quality research projects. To date, these efforts have resulted in 6 competitively selected research presentations at professional conferences, in addition to 5 peer reviewed journal articles coauthored alongside CI students – with students always granted first authorship. It is my hope to continue this trend by developing the students' semester-long research projects with the goal of a conference presentation in mind.

▼ 9. Approval and Acknowledgement

Program Chair/Director

Smith, Christina

Dean

Wyels, Cynthia (Arts & Sciences)

Program Chairs and Deans may inform proposer of any staffing capacity needs or limitations (optional comments below):

Conditions and Considerations

☐ **Artist/Performer/Speaker Fees & Honoraria**: On the Activity Budget, please indicate whether the vendor's price was set by you/CI Representative, or is a fee that was set by the vendor.

☐ **Large Event**: For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.

☐ **Field Trip**: Sponsor must comply with all policies found at: http://www.csuci.edu/rm/programs/academic-field-trip-guidelines-and-forms.htm. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).

☐ **Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval** : If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects - from

simple surveys to complex biomedical procedures - must be reviewed and approved by the IRB prior to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.

☐ **IT Requirements**: If your activity has IT requirements, coordination with and approval from IT Administration is required.

☑ **International Travel**: Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application. Must utilize the University's Foreign Travel Insurance Program (FTIP) and follow all International Travel Guidelines listed at: http://www.csuci.edu/rm/insurance/foreign-travel.htm

☐ **Risk Management Consultation**: Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.

☐ **Space/Facilities Services Requirements**: Consultation and coordination with Facilities Services is required.

Acknowledgement

☑ I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate. Please note that late applications will not be reviewed by the committee.

Chair Review

Recommendation

● I recommend approval of the IRA Funds Request described on this page
○ I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

Christina Smith	Oct 22 2019

Dean Review

Recommendation

● I recommend approval of the IRA Funds Request described on this page
○ I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

Fantastic learning opportunity for the students who participate!

Cynthia Wyels	Nov 22 2019