Instructor: Elizabeth Doone, Ph.D.
Place: Malmo, Sweden
Email: edoone@tempest.coedu.usf.edu

Note the obvious differences between each sort and type, but we are more alike, my friends, than we are unalike. ~Maya Angelou

Shared joy is a double joy; shared sorrow is half a sorrow. Swedish Proverb

Fact is stranger than fiction. Swedish Saying

Wisdom is in the head and not in the beard. Swedish Proverb

One should go invited to a friend in good fortune, and uninvited in misfortune. Swedish Proverb

The best place to find a helping hand is at the end of your own arm. Swedish Proverb

Worry often gives a small thing a big shadow. Swedish Saying

God gives every bird a worm, but he does not throw it into the nest. Swedish Proverb
Eyes that do not cry, do not see. Swedish Proverb

He who cannot keep silence cannot speak. Swedish Proverb

When a blind man carries a lame man, both go forward. Swedish Saying

Childhood memories last long. Swedish Proverb

Everything comes round. Swedish Saying

In spring no one thinks of the snow that fell last year. Swedish Proverb

Fear less, hope more, eat less, chew more, whine less, breathe more, talk less, say more, hate less, love more, and all good things will be yours.
Swedish Proverb

What breaks in a moment may take years to mend. Swedish Proverb

Who does not want to work in the heat, will have to starve in the cold. Swedish Saying

The bee has a sting but honey too. Swedish Proverb

Behind the mountain there are people too. Swedish Proverb

Sweep first before your own door, before you sweep the doorsteps of your neighbors. Swedish Proverb

A hardworking man is better than a crowd of loafers. Swedish Saying

Those who wish to sing always find a song. Swedish Proverb

It's an easy burden that another carries. Swedish Proverb

We notice faults of others and easily forget our own. Swedish Saying

Don't throw away an old bucket until you know the new one holds water. Swedish Proverb
**Course description:** This course is designed to broaden and sharpen students’ perspectives by introducing and utilizing the notion of narrative understandings. Narrative understandings are steeped in the belief that individual lived experiences contain meaningful information that informs values, beliefs, and assumptions. As such, we will examine personal, societal, and cultural assumptions of normality and “the other,” and the narratives of individuals who embody these constructions. Recognizing that these conversations often evoke dissonance, students will also be challenged to interrogate their inevitable silences and explore their relative discomfort. The course will use various teaching modalities (i.e., daily living/ experiences in a foreign culture, movies, text, media, and personal interviews), to facilitate an examination of the students’ understandings of personal agency, responsibility, and privilege, and come to an understanding of the perspective of others.

**Foundations of Knowledge:** This course is part of the University of South Florida’s Foundations of Knowledge and Learning (FKL) Core Curriculum. It is certified as a Writing intensive, **Capstone (CPST)** for the following dimensions: Critical Thinking, Inquiry, and Ethical Perspectives. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This might involve submitting copies of writing assignments for review, responding to surveys, or participating in other measurements designed to assess the FKL Core Curriculum learning outcomes. [http://www.ugs.usf.edu/gec/fkclc.htm#exit](http://www.ugs.usf.edu/gec/fkclc.htm#exit)

**Course goals and objectives:**
Upon completion of this course, the student will be able to:

1. Critically evaluate the media representation of the disabled and displaced in a progressive Scandinavian country.

2. Article the policy for individual with disabilities in Sweden; Note the 10 priorities to ensure individuals with disabilities have a “power and influence over their everyday lives”: [https://sweden.se/society/swedens-disability-policy/](https://sweden.se/society/swedens-disability-policy/) and [http://www.socialstyrelsen.se/Lists/Artikelkatalog/Attachments/8407/2009-126-188_2009126188.pdf](http://www.socialstyrelsen.se/Lists/Artikelkatalog/Attachments/8407/2009-126-188_2009126188.pdf)

3. Critically evaluate the portrayal of persons who are exceptional in Sweden.

4. Reflect on the personal challenges facing individuals with disabilities in Sweden and identify means by which these are impacted by societal views and values.
5.0 Analyze the origin and effects of bias and prejudice towards persons from different cultural and ethnic backgrounds, religions and with disabilities in Sweden.

6.0 Analyze and discuss international prevalence data on the growing refugee crisis in Europe to understand the ethical implications of ethnic participation rates in special education and social programs in Sweden.

7.0 Examine the interconnections among culture, ethnicity, socio-economic status, family systems, disability and advocacy with the African school experience.

8.0 Use analytical, conceptual, and creative thinking skills to respond to ethical dilemmas facing individuals with disabilities and or homelessness in Sweden.

9.0 Write persuasively in ways that promote both the dignity and rights of individuals with differences and or disabilities within a variety of settings and situations.

10.0 Develop self-evaluative skills and personal reflection skills to evaluate one's bias and improve one's writing.

Websites:

Swedish Folktales: http://www.worldoftales.com/Swedish_folktales.html

Center on Human Policy: http://www.disabilitystudiesforteachers.org/


Disability in Film http://www.bfi.org.uk/education/teaching/disability/further/reading.html


*Explore as many websites as you have time for prior to our departure.

Books: [https://www.goodreads.com/genres/sweden](https://www.goodreads.com/genres/sweden)

Articles:


**Evaluation of student outcomes:**

**Assignments:**

- **Novel Paper** (100 pts)
  This is an opportunity to read in an area of interest and explore the presentation of disability, age, gender, religious political or ethnic differences in Sweden. Choose a novel or 2-4 adolescent novels or novellas of interest (elementary education majors):
  
  [http://www.lib.k-state.edu/subguides/specialed/disability.html#gen](http://www.lib.k-state.edu/subguides/specialed/disability.html#gen)
  [http://www.goodreads.com/shelf/show/swedish-authors](http://www.goodreads.com/shelf/show/swedish-authors)
  [https://sweden.se/culture-traditions/10-swedish-must-read-books/](https://sweden.se/culture-traditions/10-swedish-must-read-books/)

  Provide a rationale for your choice of book, and connect to the course content. In a five page paper, explain the author’s position on exceptionality or culture, your thoughts on the novel(s), if you would recommend the readings and why. Make connections with the novel and your experiences in Sweden as appropriate.

- **Narrative Journal Reflection** (100 pts)
  While in Sweden we will provide a variety of cultural experiences, site visits and activities to gain an understanding of Swedish culture and daily life in Malmo. Students will reflect on those experiences, while becoming keen observers noting the quality of treatment, and understanding for those from different backgrounds and with differing abilities. Students will also reflect on service provided and the level of support as compared to the US. While residing in the dorms at Malmo University, and adly activities in Malmo, USF students will attempt to get to know some of the Malmo students/citizens as individuals and provide insights into the life of a Swedish student. USF students will reflect on the different lifestyle, social and political structures that make aspects of life similar to and different from their own in the US. Reflections on conversations with others, personal reactions to all experiences and activities and a growing understanding of the similarities and differences of
the two cultures will emerge as students document their daily thoughts and feeling and changes in their own thinking due to personal interactions and contextual experiences.

- **Article Reaction Paper (100 pts)**
  A list of articles will be provided on course canvas. Read at least 5 of the articles specific to your interest area and write a five page analysis of the articles **synthesizing the main points** in a coherent paper that includes your connections to your experiences and your interactions with Swedes in a variety of capacities. Consider the researcher’s point of view and intended message, any ethical implications, and how your point of view has been influenced by the articles in light of your in-country experiences. Think critically about the issues raised, and honestly present your point of view as it has evolved. (i.e. How did your in-country experiences change your views) Discuss how the issues raised may relate to your future professional practice and the implications for your approach to differences or exceptionalities.

- **Media Representation Paper (100 pts)**
  Write a five page paper in which you examine the depiction of individuals with differences (ability, age, cultural, economic, gender, religious, political and physical) in literature, film, television, journalism, painting, billboards or storytelling in Sweden. The paper should examine how various perspectives explored in this course (e.g., personal, societal, cultural, ethical) relate to your understanding of the topic, as well as how differences are “othered” based on the dominant perspective. Discuss the perspective presented and the understandings you have gained from your readings and experiences. You may also approach this paper from your area of study. For example a public health major can examine the Public Health system through contacts with the system (health clinics, interviews of personnel while in Malmo, billboards, newspaper articles etc.). This assignment should be creative and should include narrative and visual representation.

- **Proverbs, Folktales and Cultural Symbolism (100 points)**
  Proverbs and folktales are prominent in Sweden as in many cultures and can provide insight into daily life, cultural beliefs and values as well as provide the foundation for acceptance of differences. Proverbs can profoundly capture the essence of a message, teach or clarify values and provide insight into the culture and norms. Begin reviewing the proverbs provided in this course syllabi or research your own until you find one which resonates with you. Then locate a Swedish Folktale which exemplifies the proverb of choice and begin making connections in Swedish Culture. [http://oaks.nvg.org/swedish-folktales.html](http://oaks.nvg.org/swedish-folktales.html) How is the proverb or folktale emulated in Swedish society? **Observe and Listen** when out and about. Do you see or hear proverbs used or eluded to? In what context? In a 5 page paper write about your proverb (i.e., wisdom, work, friendship) and explore the associated folktale’s roots, various meanings and uses. Connect to the implications to daily life in
Sweden. Ask locals about their understanding of your folktale its meaning and how and when they learned about it. Again add photos and symbols to enhance your paper.

- **Optional assignment:**
  You may choose an alternative project through consultation with the instructor. This assignment can take the place of any of the other required assignments. Options include, but are not limited to: an experiential project paper, autoethnography, survey and analysis, short story, family narrative, personal photography/art series, musical composition, multimedia representation of your experiences in Sweden or a series of interviews with Swedish citizens providing multiple points of view on a specific topic.

- **Discussions/ Cultural Participation (priceless)**
  Students are expected to attend and actively participate in all scheduled activities while in Sweden including but not limited to, cultural outings, and learning commitments. Pre-reading a variety of resources will facilitate your understanding and provide you with different points of view. Be sure to join in all discussions of key issues and to attempt to make connections between the readings and the topics of discussion, through observations, cultural events, interviews and questioning. You are encouraged to ask questions of the course instructor, your peer buddy, Swedish faculty, and students. Additional conversations with individuals from the community are encouraged. Remember this experience is enhanced by your efforts and your giving of yourself. The more you explore and open yourself to giving and learning the more you will gain.

**Course requirements:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Novel Paper</td>
<td>100 pts</td>
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<tr>
<td>Journal</td>
<td>100 pts</td>
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<tr>
<td>Article Reaction Paper</td>
<td>100 pts</td>
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<tr>
<td>Media Representation Paper</td>
<td>100 pts</td>
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<tr>
<td>Proverbs &amp; Folktales</td>
<td>100 pts</td>
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<tr>
<td>Participation</td>
<td>priceless</td>
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<tr>
<td><strong>Total points</strong></td>
<td><strong>500 pts</strong></td>
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The total grade will be determined as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97%</td>
<td>485</td>
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<tr>
<td>A</td>
<td>95%</td>
<td>475</td>
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<tr>
<td>B-</td>
<td>83%</td>
<td>400</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
<td>335</td>
</tr>
<tr>
<td>A-</td>
<td>93%</td>
<td>465</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
<td>385</td>
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<tr>
<td>D</td>
<td>65%</td>
<td>325</td>
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<tr>
<td>B+</td>
<td>87%</td>
<td>435</td>
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<tr>
<td>C</td>
<td>75%</td>
<td>375</td>
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<td>F</td>
<td>below 65%</td>
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<tr>
<td>B</td>
<td>85%</td>
<td>425</td>
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<tr>
<td>C-</td>
<td>73%</td>
<td>365</td>
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On writing in EEX 4742:

Teachers and other professionals need to demonstrate writing skills that communicate ideas easily and effectively. Therefore, emphasis on writing skills with effective communication of ideas as well as logical presentation and support of arguments or positions are necessary to pass this course. Writings should be descriptive, reflective and thoughtful. Appropriate grammar and proper use of APA should be utilized.

Please adhere to the following guidelines for all writings in this course:

- All papers must be typed, double spaced and in 12 pt, Times New Roman font, with 1” margins all around.

- For direct quotations you must use quotation marks and provide an in-text reference citing the author’s last name, date of publication, and page number. When paraphrasing the author’s point you must provide an in-text citation with author’s last name and date of publication.

- Be highly descriptive in your writing. Use descriptive adjectives and active verbs. **BE SPECIFIC** and add detailed when engaging in analysis or evaluation by providing concrete examples to illustrate your points. Do not assume your reader has background knowledge on the topic.
• Proficient writing skills depend on correct grammatical usage, word choice, spelling, as well as content. Please proofread all of your assignments before you hand them in (spell check is not sufficient).

• Follow the rules of the publication manual of the American Psychological Association (APA, 6th edition) in citing references. If you do not already have a copy of the APA Publication Manual, these are available at the USF Bookstore, online from http://www.apastyle.org/pubmanual.html or you may use the OWLS site from Purdue University https://owl.english.purdue.edu/owl/.

Attendance policy:
Students are expected to attend all scheduled cultural events, planned activities, and learning commitments. Active and culturally sensitive participation is expected at all times while in Sweden

Course participation policy:
Your involvement in planned tours, cultural events, and outings will add to your learning about Swedish culture and acceptance of differences. Participants are expected to attend and participate at a comfort level which allows you to grow and learn. Therefore you will be expected to safely and respectfully engage host country nationals in conversations and ask questions which provide clarification and deepen your understanding. Due to the condensed nature of the course and the busy schedule all participants will post assignments on canvas within two weeks of our return.

ADA Statement:
Students with an identified as disability are responsible for registering with the Office of Student Disability Services in order to receive accommodations. Please notify me prior to our departure (July 1) if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

USF Policy on Religious Observances:
Students who are unable to participate in a planned activity or outing due to the observance of a religious holy day or day of worship can provide a one-page reflection in lieu of the experience describing the differences between the observance in the United States and Sweden.

Web Portal Information:
Every enrolled USF student receives an official USF email account. All course correspondence will be sent to that account. The course website can be accessed via \url{http://my.usf.edu}.

**Academic Dishonesty:**

Academic dishonesty (i.e., cheating, plagiarism) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they related to the course. This includes using other students’ ideas and or help when completing an individual assignment, as well as plagiarism.

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own segments or the total of another person’s work.

**Academic Disruption:**

Academic disruption is defined as the acts or words of a student in the classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the cultural activities or site visits, such as noisy distractions, persistent, disrespectful, or insensitive outbursts or remarks (b) presents a danger to the health, safety, or well being of the faculty member or students. While on Study Abroad in Sweden students are representatives of the University of South Florida and are expected to act in such a manner which reflects positively on the university. Please adhere to all guidelines provide by the Education Abroad Office. Remember acceptable behavior is not always the same as in the United States. Therefore, it is important to conduct yourself in a manner that is respectful and dignified. Consequences for inappropriate or insensitive behavior can have repercussions. If you have any concerns about appropriate behavior it is better to seek clarification.
Identify any Accomplished Practices assessed and the manner in which they are assessed:

<table>
<thead>
<tr>
<th>Florida Educator Accomplished Practices</th>
<th>Assessment Strategy or Technique</th>
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<tbody>
<tr>
<td>4; 5; 6</td>
<td>Reflective Journal</td>
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<tr>
<td></td>
<td>Media Representation Paper</td>
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<td></td>
<td>Discussions/ Cultural Participation</td>
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</table>

5. Identify any performance standards assessed from the Florida ESOL standards and the manner in which they are assessed:

<table>
<thead>
<tr>
<th>Florida ESOL Performance Standards</th>
<th>Assessment Strategy or Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2: Recognize the major differences and similarities between the different cultural groups in the United States</td>
<td>Novel Paper</td>
</tr>
<tr>
<td></td>
<td>Media Representation Paper</td>
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<tr>
<td></td>
<td>Proverbs &amp; Folktales</td>
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