



OGLETHORPE
UNIVERSITY

Cultures, Values, and Global Citizenship
INT-290

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Course Description

The contemporary world is one of marked polarity between increased globalization—the flattening out and homogenization of social, ethical, political, and economic borders, norms, and values—and increased “patriotism”, tribalism, and populism. What is required for a person to navigate this polarity in a critical, intentional, and informed way? Moreover, an examination of globalization and isolationism poses equally significant questions with respect to the way in which a person develops her own personal curriculum and its role in helping them effectively and thoughtfully navigate social, political, ethical, and economic issues. Should one cultivate a “globalization of soul” and what would such a thing look like? How should or can a person navigate the world with a global mindset alongside a strong axis of core values, personal strengths, and critically developed convictions? This course provides students with an interdisciplinary, theoretical, and experiential exploration of the complex relationship between culture, values, and global citizenship with the hope of providing them with a foundation for understanding and navigating the contemporary world more thoughtfully, critically, and authentically. In general, this course is designed to guide students towards a deeper understanding of their own cultural and core identities—to expose and increase their cultural literacy with respect to their own culture and the culture of their study abroad location, to facilitate critical self-examination of their own core values and convictions, and to develop a more informed picture of the way in which culture influences, creates, and transforms individual experiences, values, social relations, power, and the way in which a person evaluates and assesses contemporary political, social, ethical, and economic issues. Ideally, this course will help students develop skills, knowledge, and frameworks that will allow them to engage in more meaningful dialogue with their local, national, and study abroad communities.

Overall Structure of Course and Methods of Instruction

The content of this course demands innovation in course structure and pedagogical methods: an exploration of the varieties of “internal” and “external” borders that shape personal and cultural identities, perceptions, and conceptions of the world demands learning environments and instructional methods that correspondingly navigate between the varieties of internal and external borders. Hence, this course will include portions of critical self-reflection and examination, experiential learning outside and within local communities, engagement with texts and information from disparate kinds of sources, and assignments that require students to demonstrate skills in synthesis, analysis, informational literacy, creativity, and the utilization of multiple forms of media and technology. The weekly schedule of classes is structured around a “learn, do, reflect” approach: each week the students will spend two of the four days in the classroom engaged in theoretical, text-based and lecture/discussion instruction, one day the students will be outside of the classroom engaged in and with the community, and on the fourth day students will use a video prompt to further reflect, analyze, and synthesize what they have learned and experienced. In addition, each

class will give the students an opportunity to think through the concepts of culture, value, and global citizenship, the way in which these relate, and the complexities, questions, and problems they pose.

Course Goals & Learning Objectives

By the end of this five-week course, students will:

- Demonstrate an understanding of the values and norms that shape his or her cultural identity, personal curriculum, and those of their host community as well as how each of these intersects and relates
- Articulate the myriad ways in which cultural and personal identities are expressed
- Provide an account of the complexities involved in developing an understanding of “others” and navigating an increasingly globalized world
- Demonstrate knowledge of a contemporary moral, political, economic, and social issue and the way in which culture influences the way in which the issue is evaluated and assessed
- Identify the many cultures and communities that comprise the study abroad location
- Provide a critical analysis of globalization as a cultural phenomenon and its impact in shifting cultural values, perceptions, and identities
- Have sharpened the skills of analysis, synthesis, imagination, and the ability to communicate in a variety of forms

LeadAbroad Mission & Values

LeadAbroad is committed to leveraging the international experience for a student’s personal growth and development. Each course is specifically designed to challenge students, expose them to the local culture and help them become more globally minded citizens. During class and throughout the program, our expectation is that students will be gracious guests in the host country, which means

- Being polite to the locals
- Providing a kind salutation when entering a building with a guard or front desk attendant on duty
- Attempting to use the local language for requests, salutations and thanks
- Being patient with different customs and traditions

During the program we will also touch on these five core values of LeadAbroad

- *Breaking through boundaries* abroad and at home
- *Creating trusting relationships* with those from different cultures
- *Identifying your purpose and path* while abroad
- *Serving* others abroad and at home
- *Maximizing your potential* by taking what you learned back home

Classroom Ethos:

- Respect yourself and one another in the classroom. The obvious aim of this course is to provide an opportunity for you to engage in some of the most stimulating and controversial questions and issues that exist within our every increasing globalized world. A classroom environment that is conducive to such learning must be one in which each person is able to freely express his/her thoughts, to ask questions, to make mistakes, to disagree in a non-combative way, and to learn from and with one another. In short, use neither disrespectful speech nor any other form of disrespectful behavior towards one another.

- Cell phones and all other electronic devices (laptops, tablets, music devices, etc.) may NOT be used in the classroom unless specifically requested by the professor.
- Do not leave the room during class unless it is absolutely necessary. Leaving the room while class is in session is disruptive to your learning and to the learning of others.

Methods of Assessment

All grades for Assessment Methods utilize the following grading scale:

- A: 100-90
- B: 89-80
- C: 79-70
- D: 69-60
- F: 60 and below

Rubric

Participation and Attendance: 30%

25% of your participation grade results from my evaluation of your participation in class. The other 75% of your participation grade is determined by you filling out and submitting a “Participation Log” every Thursday. (The template for the participation log is included at the end of the syllabus). The purpose of this log is for the student to demonstrate an accurate record of the quality and quantity of participation, and to assess and work toward improving one’s classroom participation. It also allows me to assess student participation and understanding of course material, as well as how I can improve instruction. In general, the logs are useful for gauging the quality and quantity of each student’s participation and their perception of how their participation aids classroom discussions.

Field Notes (4): 20%

Students will complete four informal reflections on their out-of-class activities as noted in the weekly schedule. These may be handwritten in a journal or submitted electronically. These reflections should 1) connect the out-of-class activity to the weekly readings and 2) describe unexpected or surprising impressions, as well as 3) questions remaining from the activity.

Reflective Essays (2): 25%

Students will compose two formal 1000-word essays on the topics noted in the weekly schedule. Each essay should be submitted electronically as a Word document or PDF in eleven- or twelve-point font and double-spaced.

GO Talk (Final Project): 25%

Modeled upon the talks students will have watched each week, students will prepare their own GO Talk on the intersection of culture, values, and identity.

Participation and Attendance

A portion of your final grade depends on your attendance and participation in this course. In short, to succeed and get the most from this class, you must come to class and you must come prepared, ready to participate in discussions, and ready to engage with scheduled activities and assignments in a serious and meaningful way.

Attendance:

LeadAbroad is committed to the academic integrity of our programs. All students participating in a for credit program (LEAD and GO) will be subject to academic and programmatic consequences for missing class. Excused absences are approved only if the student has

- a doctor's note that includes the diagnosis and confirmation that the student needed to be seen immediately or
- a note from the program staff verifying a medical or personal emergency with the student

Unexcused absences will impact a student's final grade in the course. Refer to your course syllabi for specifics regarding how absences will impact your participation and/or final grade.

Academically, if a student misses class there will be a loss in participation points with each absence as well as consequences to the overall grade. For a traditional class (2 hours/4 days a week) -

- 2nd absence 2.5% deduction from overall grade
- 3rd absence additional 2.5% deduction from overall grade
- 4th absence additional 5% deduction from overall grade
- 5th absence student fails the course

Programmatically, if a student misses 15% of their classes (3 courses in a traditional course) a notification will be sent to them and their emergency contact letting them know that they are on probation. More than 4 absences from a traditional class (20% of program) will result in dismissal and an automatic failing grade.

Personal travel is not an excused absence. Students should review their course syllabi and reach out to LeadAbroad to confirm their class schedule before booking any personal travel

Participation

You are expected to be a regular and active participant in lecture, large class discussions, and small group work and activities and to contribute to these areas of the course in meaningful ways. Not all participation is equal: to say something just to say something is not a meaningful contribution.

Here are some expectations to note regarding participation in this course and how your participation is assessed:

- Making a substantive oral contribution during class lecture or large-class discussion at least once a class (e.g., answering questions posed by the instructor, bringing up related and relevant information, linking classroom discussions to assigned readings).
- Staying on task in dyads, small groups, and activities. When given a task or question to discuss, work to make meaningful and course content-driven contributions, ask group-mates questions, and brain-storm additional ideas. Do not shortchange discussions or activities by finishing early.

Five-Week Class Schedule

Week One: What is Culture?

The aim of Week One is to introduce students to the general notion of a cultural identity and the values and norms that factor into its constitution, to explore the way in which various aspects of a culture's identity is expressed, to engage student's in a critical assessment of their literacy with respect to their own culture and the culture of their host communities, to engage in an introductory

analysis of the values and norms that constitute the cultural identity of their host community, and to guide students towards seeing the way in which their personal values, convictions, aspirations, and conceptions of the world relate to their cultural identity.

Monday and Tuesday

On Monday and Tuesday, students will engage in activities that meet the above objectives. The activities that will be used come from a guide designed and developed by faculty and staff at the University of Houston. A link to the guide, which includes the activities and teaching tools related to each activity, can be found at:

https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf

We will also utilize the following guide in class:

Reimann, Andrew. *Introduction to Culture Studies: Introductory Exercises for Exploring and Comparing Cultures*.

Reading

Barker and Jane. "Chapter One: An Introduction to Cultural Studies." *Cultural Studies: Theory and Practice*.

Wednesday

Cultural Exchange: Students will meet with French peers (no GO students or Americans studying abroad) and work through the same inventories completed in class on Monday and Tuesday. In this "exchange" students will not simply be "running through" the activities with the host students in a perfunctory way. Instead, the students will be required to engage genuinely with their peers, to focus on making deeper connections with these peers, and to develop a more critical understanding of their culture and its similarities and differences to their own.

Field Notes due at the start of class on Monday.

Thursday

Questions for reflection: Whose culture? What is identity?

Students will have watched/listened to the following prior to class:

TED Talk: Rokhaya Diallo on "Don't try to fit in"

Kiffè ta race: [Being Asian in France and in the USA](#) (Podcast)

Week Two: Reciprocity and Solidarity

The aim of Week Two is to deepen and enrich students' understanding of the way in which cultural identity is formed through group interaction. We will discuss how societies bridge differences and what makes some cultures more cohesive than others. In societies where political polarization and populism provokes new debates about identity, how do individuals maintain a sense of solidarity and belonging?

Monday and Tuesday

Students will discuss Marcel Mauss's landmark work and its legacy in France. They will adapt the notion of the "total social fact" to their individual, local, and national contexts. We will explore the ideas of reciprocity and solidarity through examples from current events in France.

Readings:

Marcel Mauss, *The Gift* (Conclusion)

Social Problems: Continuity and Change, sections 1.1, 1.2, 1.3

Wednesday

Solidarity collages: As homework students will collect magazine covers, ad copy, and photos that they feel reflect solidarity and reciprocity in France. Working in tandems, they will bring these images together in collages that they will present in front of the class.

Thursday

Question for reflection: What is your role in overcoming polarization in society?
Students will have watched/listened to the following prior to class:
TED Talk: Elif Shafak on “The revolutionary power of diverse thought.”

Due at midnight: Essay “Where I’m from, we…” on the Total Social Fact.

Week Three: Forging your own path through the past

The aim of Week Three is to provoke students to reflect on the ways in which their actions as individuals shape and construct values and norms and therefore, contribute to the creation of one’s personal curriculum *as well as* the norms and values that constitute one’s cultural identity. Another aim of week two is to develop students’ attention to the local and the regional, and their relationship to both. Students should be prepared to reflect on the value of attention in a social context where technology is pulling our thoughts away from our immediate surroundings.

Monday

Visit to the *Maison Victor Hugo*

Field Notes due at the start of class on Thursday.

Tuesday

Readings:

De Certeau, “Walking in the City”

“In praise of the Flâneur” *The Paris Review*

Benjamin, *The Writer of Modern Life* (excerpt)

Baudelaire, *Parisian Dream*

Wednesday

Walking tour of Montparnasse: Visiting this neighborhood with its historic connections to French literature but now celebrated for its skyscraper and opportunities for shopping, students will engage in their own active reflection on the urban landscape. Focusing on the cultural manifestations of Montparnasse, students will contend with how each city presents its cultural identity through the seeming mundane actions of everyday life.

Field Notes due at the start of class on Monday.

Thursday

Question for reflection: How can we be *flâneurs* in the twenty-first century?
Students will have watched/listened to the following prior to class:
Jenny Odell on “How to do Nothing” (XOXO Festival)

Week Four: Kindness to Strangers

The aim of Week Four is to unpack the idea of “Cosmopolitanism,” in particular, as it pertains to the study abroad context. Does travel itself forge cosmopolitan identities, or is there an ethical component and requirement for service that accompanies our paths in the world?

Monday and Tuesday

Readings:

Appiah, Kwame Anthony, “Imaginary Strangers” and “Kindness to Strangers” from *Cosmopolitanism: Ethics in a World of Strangers*

Power, Samantha *The Education of an Idealist* (excerpts)

Wednesday

Visit to the *Institut du monde arabe*

Field Notes due at the start of class on Monday.

Thursday

Question for Reflection: How do we best serve others? What responsibility do so-called Western countries have to former colonies?

Students will have watched/listened to the following prior to class:

TED Talk: Esther Duflo on “Social experiments to fight poverty.”

Due at midnight: Essay “What is Cosmopolitanism?”

Week Five: Bringing it all together

The aim of Week Five is to have students synthesize what they have learned over the past four weeks and formulate answers to the following questions:

—What does it mean to be genuinely “globally minded” and what would that look like in action?

—How would they now navigate a world with increasing globalism and polarization?

—How should or can a person navigate the world with a global mindset alongside a strong axis of core values, personal strengths, and critically developed convictions?

Monday

To prepare for Monday and Tuesday classes, students will be required to watch a few “TED Talks” prior to class. We will then discuss these talks from the lens of what students have learned with respect to culture, value, and global citizenship.

TED Talks

Chimamanda Adichie on “The Danger of a Single Story”

Peter Alfandary on “The Myth of Globalization”

Hugh Evans on “What does it mean to be a Citizen of the World?”

James Franklin on “Why we need Core Values”

Tuesday

Discussion and rehearsal for GO Talks.

Wednesday and Thursday

“GO Talks” — What does it mean to live in a globalized society? How does one navigate a seemingly endless array of difference? In a 5-7 minute TED Talk-style presentation, students will expound their views on what it means to live in a globalized society. Engaging not only the theory

and readings from class, students will use this presentation as a means to synthesize their experience living in a different culture for five weeks. How has this experience changed your views on difference? Is the world truly as globalized as theorized? How has this experience transformed your own culture and values?

Academic Policies

Honor Code

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers. Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council). The Code defines cheating as "the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community's confidence in the honorable state to which we aspire."

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 1.1 The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.
- 1.2 Copying another person's work or participation in such an effort.
- 1.3 An attempt or participation in an attempt to fulfill the requirements of a course with work other than one's original work for that course.
- 1.4 Forging or deliberately misrepresenting data or results.
- 1.5 Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing "study aids." There is no prohibition concerning uploading exemplars of one's work to one's personal website or to departmental, divisional, University or professional society websites

for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.

- 1.6 Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 1.7 Making unauthorized copies of graded work for future distribution.
- 1.8 Claiming credit for a group project to which one did not contribute.
- 1.9 Plagiarism, which includes representing someone else's words, ideas, data or original research as one's own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 1.10 Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper's due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one's attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study or on a registration form.
- 1.11 Stealing, such as: Stealing another's work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.
- 1.12 Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a *bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

"I pledge that I have acted honorably." (Followed by the student's signature)

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

The full Honor Code is Section 11 of the current University Bulletin.

Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, all LeadAbroad programs promote non-discrimination of disabled individuals and provide reasonable academic accommodations when appropriate. An academic accommodation is a modification that enables students to participate in a program of study by incorporating adjustments to ensure their rights, access, and privileges are equal to those without disabilities. Some examples of academic accommodations may include extended time on tests and quizzes, testing in a distraction free environment, the ability to tape-record lectures, or note-taking assistance in the classroom.

Any participant who needs academic accommodations in a program of study must contact LeadAbroad at least 90 days prior to the program start date. Please note, LeadAbroad cannot guarantee that late requests will be honored. To initiate the accommodation process, please contact the director of international programming at info@LeadAbroad.com

In order to be approved for accommodations, students will be asked to complete the disabilities form in their student portal and provide documentation that supports registration with the disability services office at their home institution. Once documentation has been received, Oglethorpe's Disability Services and LeadAbroad will work together to identify accommodation possibilities. Please keep in mind that LeadAbroad will not approve any accommodations that alter the fundamental nature of our curricula. If an accommodation request cannot be fulfilled, LeadAbroad will work with the student to identify other program opportunities.

Once approved, the student will receive a Letter of Accommodation (LOA) prior to his or her program start date. From there, it is the student's responsibility to self-advocate by delivering the LOA directly to his or her instructors. LeadAbroad instructors are accustomed to accommodating students in the classroom. By delivering the LOA personally, this will alert the student's instructor to initiate a conversation about his or her classroom needs. Finally, the instructor will be responsible for implementing any classroom accommodations, such as recruiting another student in the class to take notes or proctoring an exam for a student that requires extended time.

A student is responsible for providing documentation that supports his or her request for academic adjustments. LeadAbroad requires that the documentation demonstrates the student's current enrollment in a disability services program at his or her home institution, specifies a list of the student's approved accommodations, and has been signed by the school's disability services professional. Please note, the documentation does not need to specify the student's diagnosis given that this type of paperwork has already been supplied to his or her current disability services professional.

Participants should be aware that some LeadAbroad programs involve voluntary activities that require moderate exercise, such as hiking and biking; these activities are voluntary. In addition, some of the site locations may not be compliant with ADA standards of accessibility given their geographic location and different governing systems. Last, accommodations cannot be applied retroactively, accommodations begin in the classroom once the LOA is received by the instructor.

If any program participant feels that he or she is being treated unfairly in any way, please notify the supervising faculty member or LeadAbroad office immediately at info@LeadAbroad.com.

Title IX

LeadAbroad faculty and staff are not confidential resources. In accordance with Title IX, any report of sexual misconduct that has occurred during a student's time at a university will be reported back to Oglethorpe University and a student's home university in order to ensure that the student has access to all resources and support needed.