



O G L E T H O R P E
U N I V E R S I T Y

Cultures, Values, and Global Citizenship
PHI-290 (SPT)

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 isolationism. 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 further reflect, analyze, and synthesize what they have learned and experienced in an assigned project that will be presented and discussed in class. 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 of 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 presented, evaluated, and assessed
- Identify the many cultures and communities that comprise the study abroad location
- Develop skills to recognize and respond strategically to cultural difference
- Provide a critical analysis of globalization as a cultural phenomena 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

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.
- Dive In! Commit to Connect! No Regrets!

Methods of Assessment (See Descriptions Below)

A) Participation and Attendance: 30%

B) Four Weekly Projects: 25% (See Descriptions in Weekly Schedule)

C) Discussion Board Conversation Entries: 20%

D) GO: Talk: 25% (See Description in Weekly Schedule)

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.

Participation: You are expected to be a regular and active participant in discussions and you are expected to contribute to those discussions in meaningful and positive ways. Not all participation is equal: to say something just to say something is not a meaningful contribution to the discussion.

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
- 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.

Programmatically, if a student misses 15% of their classes (3 absences) 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 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.

The following is meant only as a rough guide as to how your participation grade will be determined:

A: Participates voluntarily and frequently. Shows a good grasp of and engagement with the material and good preparation.

B: Participates voluntarily with less frequency but still makes an important contribution to the class discussion.

C: Participates voluntarily but shows a lesser grasp of the material, less engagement, or little preparation.

D: Participates only when asked to do so.

F: Does not participate or is frequently absent.

Discussion Board Conversation Entries

This course will have a Discussion Board on Moodle. Each day, each student is required to contribute at least one paragraph to the discussion board conversation. The goal of this discussion board is to have students continually engaging with the materials discussed in class as well as reflecting on their daily, lived experiences in the host location. The conversation on the discussion board is student initiated and maintained by student contribution and participation. The professor of the course will check and read the discussion board each evening to confirm all student participation, read student entries, and use these entries as tools to guide the direction of the next day's instruction.

Course 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.

Faculty will work with Oglethorpe University and Lead Abroad to provide reasonable accommodations for every student with special learning needs.

Five-Week Class Schedule

Week One

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, the students will be engaged 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 exercise in class:

https://www2.pacific.edu/sis/culture/pub/1.1.1_activity_the_iceberg.htm

Readings for the class:

Macionis, John J. "Chapter Three: Culture." *Sociology*.

https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/global_pad_-_what_is_culture.pdf

Wednesday

Cultural Exchange: Students will meet with peers from their host country (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 host 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.

Thursday

Short Paper--Due Thursday by midnight.

Mini Presentations—Thursday in class.

In three pages, students will write a critical reflection of their selves, their cultural literacy, and their initial understanding of the relation between their personal curriculum and their cultural identity. The source material for their reflection and analysis should come from the “self-inventory” they did in class on Monday and Tuesday AND their interaction with peers from their host community. Why did certain answers surprise you? Why did others not? Through these exercises, what did you learn about your own personal values and culture and what did you learn about others? Students will present their findings in class on Thursday in a 5-10minute presentation.

Week Two

The aim of Week Two is to deepen and enrich students’ understanding of the way in which cultural identity is expressed—specifically in their host communities—and the influence one’s own cultural identity has in shaping perceptions of difference and otherness and navigating cultures other than one’s own. The aim of Week Two is also to show students the way in which their individual actions—expressions, communication in its variety of forms, etc.—shapes and constructs 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.

Monday and Tuesday

de Certeau, Michel. “Walking in the City.”

“Radical Flaneuserie.” *The Paris Review*

Morris, Brian John. “Journeys in Extraordinary Everyday Culture: Walking in the Contemporary City.” (see Moodle for links)

Wednesday

Walking in the City exercise: Students will undertake their own individual walk through their host city. Walking aimlessly through the streets, students will view everything they see as a “text,” full of meaning, waiting to be deciphered. They will use this act of walking as an act of social practice, seeking to understand how the seemingly banal act of walking creates meaning. Focusing on the cultural manifestations of the city, students will contend with how each city presents its cultural identity through the seemingly mundane actions of everyday life.

Thursday

Reflect and Begin Developing “Go Planet” guide to traveling through host community’s “cultural identity.” Your GO Planet guide draws on the lessons from Monday and Tuesday and your experiences from Wednesday’s walking activity. Your goal is to create a travel guidebook that

focuses **not** on specific sights or activities but instead on deciphering the culture of your host people. Using your experiences, develop tips, techniques and explanations for visitors to better cope with and thrive in the host culture.

Project Due on Sunday

Week Three

The aim of Week Three is to engage students in a contemporary moral, social, political, economic issue and to assess the way in which culture influences the presentation, evaluation, and assessment of the issue.

Monday and Tuesday

Exploration of political ephemera from a United States context and Global context (see Moodle for links)

For Monday's class, each student should come in with a contemporary social issue that they would like to explore and two US news sources on this issue. Students also need to bring in examples of political campaigns pertaining to the social issue.

For Tuesday's class, each student should come in with two international news sources on the same contemporary social issue. One of the sources must be in a foreign language translated by Google. Students will need to also bring in two more examples of political campaigns pertaining to the social issue.

These classes will be spent analyzing the way in which aspects of culture are expressed in the presentation of issues in media and the way in which various aspects of a culture influence the stances one takes on political, economic, moral, and social issues.

Readings:

--World-newspapers.com

--"Social Problems: Continuity and Change," Sections 1.1, 1.2, 1.3:

<https://open.lib.umn.edu/socialproblems/chapter/1-1-what-is-a-social-problem/>

--"Cross-Cultural Comparisons of User-Generated Content"

<http://eds.b.ebscohost.com.proxygsu->

<ogll.galileo.usg.edu/eds/pdfviewer/pdfviewer?vid=8&sid=db8111d5-bdcb-411f-a81f-517b8f9b8a78%40sessionmgr102>

Wednesday

In groups, students will create a political campaign on a contemporary issue of their choosing. In devising this political campaign, students will need to reflect on the cultural values that influence politics and create political deliverables (social media ads, stump speeches, campaign posters/slogans, etc.) that reflect those cultural nuances.

Thursday

Presentations of Political Campaigns on Contemporary Issue. Students will present their campaign deliverables while discussing with the class the rationales, rooted in theory, as to why they chose to present their issue in that manner.

Week Four

The aim of Week Four is to project the ideas of culture, values and globalization discussed thus far into the future. Asking what the world will look like in 2050, students will decipher and analyze present models of utopic and dystopic visions of the future. Using those models and the theories from earlier weeks, students will then conduct a World Building Exercise that forecasts how culture, values and globalization will shift based on historical and contemporary models.

Monday and Tuesday

Verne, Jules. *Paris in the Twentieth Century*.

Peters, Ryan. *The Global Dystopia: Twenty-First Century Globalization, Terrorism and Urban Destruction*. (see Moodle for links)

Wednesday

Class visits to Centre Pompidou (Paris) and Esposizione Universale Roma (Rome)

Thursday

Presentation of World Building Projects--What will the world look like in 2050?

In small groups, students will undertake a World Building Exercise that will contend with questions such as where will humans live in 2050? What will race look like? How will the citizens of this world view gender? Will sexual relationships be monogamous or will humans engage in polyamory? Will contemporary national borders survive the next 30+ years? Encompassing these questions and more, groups will present their future vision through a creative project of their choosing.

Examples of these projects include but are not limited to: graphic novels, short story, short film, one-act play, a folk song

Week Five

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 a culturally informed citizen and is this the same or different from being a "global citizen"?

--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 isolationism?

-- 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 and Tuesday

To prepare for Monday and Tuesday classes, students will be required to watch a handful of "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.

Monday's Ted Talks:

Chimamanda Adichie - "The Danger of a Single Story"

Peter Alfandary - "The Myth of Globalisation"

James Franklin - "Why We Need Core Values"

Tuesday's Ted Talks:

Christopher Nichols – "The Untold Story of American Isolationism"

Leslie Perlow - "Thriving in an Overconnected World"

Hugh Evans - "What Does it Mean to be a Citizen of the World"

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?