

Global Citizenship: No Passport Required

COURSE DESCRIPTION

What does it mean to be a global citizen if you can't travel? This course explores the concept of global citizenship and challenges students to develop intercultural competence without leaving home. Students will engage with one another and reflect on their own backgrounds and cultural influences. Students will gain awareness of their own and other cultures, engage and empathize with other worldviews, and practice an open-minded approach to cultural difference. Ultimately, the course will help students build on prior cross-cultural experiences and prepare them for a lifelong journey towards global citizenship.

COURSE OBJECTIVES

- Develop awareness of own and other identity(ies), culture(s) and worldview(s)
- Interpret texts from the perspective of own and other worldviews
- Interrogate the concept of global citizenship
- Articulate the value of intercultural competence for a meaningful life and productive career

GRADING

This course is graded C/NC. You must earn a C- or better to receive credit for this course.

- Reading Responses for all readings, modules, and videos: 18%
- Cultural Practice Research: 10%
- Cultural Analysis I (Movie): 18%
- Cross-Cultural Interview: 18%
- Cultural Analysis II (Activity): 18%
- Workplace Diversity, Equity and Inclusion Statement: 10%
- Participation: 8%

ASSIGNMENTS

Reading Responses: I have chosen the texts (readings, videos/TV, websites) for this course carefully. The texts are varied and most are very accessible and not difficult to read or watch. Since it is critical that you spend time with each text, for each reading/video/webpage you will have a required reading response. A good, thoughtful and cogent reading response should be 60-100 words and should clearly demonstrate your understanding of the text.

Cultural Practice Research: Identify one cultural practice (a custom or behavior, life event, holiday, greetings, business etiquette, etc.) and then research how it is practiced in three

different cultures. Write a brief description of the cultural practice in the different cultures. Were you surprised by what you learned? What similarities and differences existed across the three cultures? Did you have any strong reactions – i.e. you really liked a particular aspect or really didn't like one or thought it was odd? What did you learn overall about this cultural practice, and what conclusions can you draw about the different cultures based on how they enact this cultural practice. Your response should be 400-500 words OR you can choose to submit a 3-4 minute video or a PowerPoint/Prezi with 10-15 slides.

Cultural Analysis I: Analyze a movie or TV show through a cultural lens—pick a movie/show from the list below (if you want to watch something else, you must get it approved). What cultural differences do you notice? This might include things like dress, food, greetings, style of home, family structure, social hierarchy, importance of community, etc. What did these differences tell you about the cultural values and beliefs and how did they compare with your own (or U.S. cultural) behaviors and values? How did the characters worldviews differ from your own? Consider not just the different behaviors, but the values and beliefs emphasized or maintained by the characters. If their worldviews or values were different than your own, did that make it harder to empathize or see things from their perspective? Your response should be 500-600 words OR you can choose to submit a 4-5 minute video.

- Article 15 (India) – available through Netflix - a young police inspector gets assigned to a rural part of India and investigates a gruesome crime that is complicated by caste and gender issues. Suspense/Drama.
- Summertime (Italy) – available on Netflix – a drama series about young people trying to figure out their futures in a small, beach town in Northern Italy. For this assignment, you must watch episodes 1 and 2.
- Forgotten (Korea) – available through Netflix. A young man's brother is abducted and is returned days later with no memory and seeming like a different person. Drama/suspense.
- And Then We Danced (Georgia) - available through Amazon Prime and HBOMax. A young man wants to perform traditional Georgian dance but struggles to be good enough and to negotiate societal expectations. Drama/Teen Movie.
- Ready to Mingle (Mexico) – available through Netflix. After being dumped, a woman joins a class for single women looking for a husband. Romantic Comedy.
- Dhalinyaro (Djibouti) – available for rent through Amazon Prime (\$0.99). Three women from different social classes negotiate the challenges of final high school exams, options for their future, and relationships. Drama/Teen Movie.
- Chief Daddy (Nigeria) -- available through Netflix. When a rich man dies, his family, including his mistresses and children, fight over his will and funeral arrangements. Comedy.
- Ixcanul (Guatemala) – free through Kanopy, rental through Amazon Prime. A young woman from an indigenous tribe is supposed to marry but she wants to run away to the U.S. with another man. Drama.
- The Worst Person in the World (Norway) – available on Hulu. A young woman tries to figure out her life and place in the world. Comedy/drama.

Cross-Cultural Interview: For this assignment, you will need to interview someone from a different cultural background than your own. It can be someone from class, or another friend/connection/neighbor, etc. It could be someone from another place (somewhere else in the US or another country), or could be someone whose background is very different than yours in another way (i.e. different cultural heritage, different race, different religion, etc.). If at all possible, try to avoid interviewing a family member. You will ask the questions below; however, treat this as a casual conversation—not a formal interview. Feel free to get to know the person a bit, and share a bit about yourself, before, during or after asking your questions. After the interview, write a 500-600 word response or create a 4-5 minute video that answers the following questions: Who did you interview? What did you learn about the person and their culture/identity? What differences or similarities did you find between yourself and your interview subject? Were you able to remain open-minded if the person shared values, beliefs or perspectives that didn't align with your own? How did the interview change your perspective – what did you learn from doing this assignment?

- What culture(s) or identities are you connected to?
- What aspects of your identity do you feel most attached to and why?
- What has influenced your sense of culture and identity?
- What values are associated with your culture(s) or identity?
- Do you ascribe to those values?
- Does your perception of yourself differ from how others perceive you?
- Do you emphasize certain aspects of your identity in different contexts?

Cultural Analysis II: For this assignment, you will first need to participate in a cultural activity related to a culture that is not your own. Options for activities are listed below. You will need to engage in this activity with your cultural lens on – paying attention as an ethnographer would and carefully observing the setting, people, behaviors and other elements. Use all five of your senses and notice any judgments you make, positive or negative. You should also, if possible, interact with someone from your “host culture” and ask them some questions. Remember to use cultural humility in your interactions. Share what activity you chose and what you noticed during this activity? What about the activity was similar to your own culture and what was different? What interactions did you have and what did you learn by engaging with someone and asking questions? What judgments did you make during the activity? Remember that judgments can be positive or negative and are NATURAL. Share the judgment and then try to reframe and see it from the perspective of the culture you were visiting through the activity. Your response should be 500-600 words OR you can submit a 4-5 minute video.

- Have a meal at a restaurant specializing in cuisine from a particular region or country. Choose a local (not a chain restaurant) and ideally somewhere with owners and employees who are from that country or region.
- Go to religious services for a religion that is not your own. Note that in some cases, you may need someone from that religion to take you with as a guest.
- Attend a cultural event on campus or in the local community – i.e. a holiday event or festival.

- If you know someone from another country or culture, politely ask if you could join them for a family dinner, celebration or other family activity.
- I'm open to other ideas for this activity, but please clear them with me first!

Workplace Diversity and Equity Statement and Action Plan: As you prepare to enter the job market and your chosen career field, consider what type of employer or organization you hope to work for. What values do you want to see reflected in your employer or organization? What type of work environment do you want to spend your professional life? How do you want to be valued? With these questions in mind, imagine you have recently been hired as part of new management team for your dream career job and your first task is to write a workplace diversity, equity and inclusion statement for the organization that will be posted on its website and marketing materials. You must also come up with and identify actionable steps to implement, maintain, and ensure that the diversity, equity and inclusion statement will be actively carried out. A good diversity and equity statement should be no more than 100 words so that will be the maximum word count allowed for the statement. The action plan will be in addition to the statement but should also be brief - 3-5 bullets. You may want to choose an existing company or imagine a specific company (i.e. Giselda's International Education Consulting Group). The following resources will be helpful in crafting your statement and action plan:

- <https://blog.ongig.com/diversity-and-inclusion/10-examples-of-the-best-diversity-statements/>
- <https://learn.g2.com/diversity-statement>
- <http://www.nonprofitinclusiveness.org/examples-values-statements-commitments-diversityinclusiveness>
- Example of an action plan:
<https://shop.lululemon.com/story/inclusion-diversity-equity-action>

COURSE SCHEDULE

Date	Readings/Videos	Assignments
2/6 4:30-5:30	None	None – Course Introduction
2/8 4:30-5:30	Identity How Culture Drives Behaviours	Ps & Qs due by 4:00pm
2/12	None	Cultural Practice Research due by midnight
2/13 4:30-5:30	Culture	Ps & Qs due by 4:00pm

2/15 4:30-5:30	Psychology of Worldviews The Values Americans Live By	
2/19	Movie from another country	Cultural Analysis I due by midnight
2/20 4:30-5:30	Cultural Humility: People, Principles and Practices Cultural Humility and Power	Ps & Qs due by 4:00pm
2/22 4:30-5:30	How to Write About Africa Chooey-Booey and Brown	Ps & Qs due by 4:00pm
2/26	None	Cross-cultural Interview due by midnight
2/27 4:30-5:30	Global Citizenship vs. Globally Competent Graduates What is the perfect recipe for global citizenship?	Ps & Qs due by 4:00pm
3/1 4:30-5:30	Interdependence: Global Solidarity and Local Actions Global Citizenship, Local Actions and Community-Building	
3/6 4:30-5:30	None	Cultural Analysis II due by midnight
3/8 4:00-5:15	Inclusive Workplaces Empathy is Still Lacking in the Leaders Who Need It Most	Ps & Qs due by 4:00pm
3/12	None	Workplace Diversity, Equity and Inclusion Statement, Action Plan due by midnight

CITATIONS

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- "Cultural Humility and Power." *Interdependence: Global Solidarity and Local Actions*. Community-Based Global Learning Collaborative, Haverford College Center for Peace and Global Citizenship. <https://www.cbglcollab.org/cultural-humility-and-power>. Accessed 20 July 2020.
- "Kiely, R., Zukerman, S., & Hartman, S. (2020). How can you strengthen your knowledge, skills, attitudes and behaviors to enact cultural humility in diverse contexts? In E. Hartman (Ed.). *Interdependence: Global Solidarity and Local Actions*. The Community-based Global Learning Collaborative. <https://www.cbglcollab.org/cultural-humility>. Accessed 20 July 2020.
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- Jooste, Nico and Savo Heleta. "Global Citizenship vs. Globally Competent Graduates." *Journal of Studies in International Education*. Vol. 21 no. 1, 2017, pp: 39-51.
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- Nilsson, Artur. "Psychology of Worldviews." YouTube, Uploaded by TEDxLund. 5 January 2016. <https://www.youtube.com/watch?v=WzDygsn0Djs>
- Rao, Tejal. "Chooey, Booeey, and Brown." *The Good Immigrant: 26 Writers Reflect on America*, edited by Nikesh Shukla and Chimene Suleyman, Little Brown and Company, 2019, pp. 93-103.
- Verhaeghe, Paul. "Identity." *What About Me? The Struggle for Identity in a Market-Based Society*. Scribe Publications, Ptd. Ltd., 2012, pp. 5-18

- Vohra, Neharika and Vijayalakshmi Chari. "Introduction: Inclusive Workplaces: Lessons from Theory and Practice." *VIKALPA The Journal for Decision Makers* Vol. 40, no. 3, 2015: pp: 324-330.

- Wainaina, Binyavanga. "How to Write About Africa." *Granta* 92, 2005.
<https://granta.com/how-to-write-about-africa/>. Accessed on 20 July 2020.

Wilson, Ernest. "Empathy is Still Lacking in the Leaders Who Need it Most." *Third Space Blog*, 21 August, 2017.

<https://uscthirdspace.com/article/empathy-is-still-lacking-in-the-leaders-who-need-it-most/>.

Accessed 21 July 2020.