

## Syllabus of Record

**Program:** CET Global Perspective Programs

**Course Code / Title:** (GLBS 131) Introduction to Global Perspectives

**Total Hours:** 60 Contact Hours

**Recommended Credits:** 1 Dickinson Credit

**Primary Discipline / Suggested Cross Listings:** Global Studies / International Relations, Sociology, Sustainability Studies, Urban Studies

**Language of Instruction:** English, with training in the target language

**Prerequisites / Requirements:** None

### Description

The concept of global interdependence resounds widely today. As we look toward a post-COVID era defined by economic crises, ongoing public health concerns, and a stark digital divide, we are reconsidering, rethinking, and realigning our notions of global interconnectedness. On one hand, what happens in one part of the world inevitably affects other communities, regions, and continents, confirming how social, economic and environmental issues are inseparable and interdependent components of human progress. On the other hand, the world has seen the breakup of international supply chains and realignment of the geopolitical order into new, smaller blocs, with national boundaries now emerging even around global social media platforms.

This course calls upon students to (re)consider their identities and behaviors from both local and the global perspectives, triangulating their US-based home context, their national and regional host context, and the broader global themes and issues. This intersects with issues of equality, justice, fairness, race, and basic human dignity, as they are framed by diverse points of inquiry and cultural contexts. The course also focuses on environmental sustainability and public health as conceptual frameworks that foster international cooperation and collaboration through and with a recognition of complex diversity, offering a perspective of interdependent partnerships among regions, nations, and peoples.

Through area studies content, engagement with the local community, and facilitated reflections, students gain a more nuanced understanding of international collaboration, sustainability, and solidarity in a global context. Language training is woven throughout the 6 modules, including vocabulary both specific to content areas and suited to facilitating engagement with locals. Students acquire skills and knowledge that help them mature into globally-minded citizens capable of developing creative solutions to critical global issues.

### Objectives

In this course, students:

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- Establish a basic understanding of local issues with global relevance, specifically location-specific challenges and successes related to social groups and power relations, environmental sustainability, and public health.
- Develop their ability to connect local issues with global ones in a skillful and nuanced way.
- Explore concepts and examples of international solidarity, sustainability, and cooperation, identifying consequences and challenges.
- Critically compare, contrast, and analyze critical local and global issues with a view to the US.
- Develop basic conversational skills in the host language, and some vocabulary related to the course subject areas.
- Enhance their capacity for self-reflection, especially cultural self-awareness.
- Refine their cross-cultural communication skills.

### Course Requirements

#### Attendance and Participation

- Students are expected to attend each class meeting and excursion, and to have read and be prepared to discuss assigned readings.
- Preparation and quality of participation are factored into the final grade.
- Students are expected to attend all course meetings, in accordance with the CET Attendance Policy.

#### Readings, general and location-specific

- Readings from the bibliography below and other location-specific sources are assigned for each class meeting.

#### Journal

- Field-Based Reflections: 4 1-page written reflections on field-based course components, with the goal of developing critical self-awareness and contextualizing oneself within global and local issues.
- Self-Reflection: 8 1-page responses to writing prompts that seek to develop students' self-reflection and cultural self-awareness

#### Weekly Discussion Board

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- Weekly discussion questions posed on Canvas, and related to the subject areas of the course, engage students across different CET locations.
- Responses may be written, audio, video, or multi-media submissions.

### Language Labs

- 4 weekly assignments as follow-up to in-person language learning and practica.
- These may be written, audio, video, or multi-media submissions.

### Final Presentation

- 15 to 20-minute presentation to peers on-site outlining the research paper topic and initial take-aways from the on-site portion of the program.

### Final Paper

- A 5 to 7-page academic essay identifying a critical global issue, exploring it both within the local context and with a view to the US, and proposing solutions—on an individual, local, regional, or global level—with a view to international cooperation and solidarity.

## Grading

The grade for the course is calculated as follows:

- Participation: 20%
- Journal: 25% (15% Field-based, 10% Self-reflections)
- Weekly Discussion Board: 15%
- Language Training: 20%
- Final Presentation: 5%
- Final Paper: 15%

## Readings

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Appiah, Kwame Anthony. "The Case for Contamination." *The New York Times Magazine*, January 15, 2006, <https://www.nytimes.com/2006/01/15/opinion/magazine/the-case-for-contamination-996874.html>

De Wet, Lauren. "How to Turn Global Issues into Local Concerns." *GreenBiz*, July 2, 2017, <https://www.greenbiz.com/article/how-turn-global-issues-local-concerns>

DasBender, Gita, "Critical Thinking in College Writing: From the Personal to the Academic" in *Writing Spaces: Readings on Writing, Volume 2* (Parlor Press, 2010), 37 – 51.

Hofstede, Geert H., Gert Jan. Hofstede, and Michael Minkov. *Cultures and Organizations: Software of the Mind: Intercultural Cooperation and Its Importance for Survival*. New York, NY: McGraw-Hill, 2010.

Harper, Charles & Snowden, Monica. *Environment and Society: Human Perspectives on Environmental Issues*. Routledge, 2017.

Harper, Charles. *Exploring Social Change: America and the World*. Routledge, 2018.

Pogosyan, Marianna. "How a Global Identity Can be Good for the Environment." *Psychology Today*, December 16, 2019, <https://www.psychologytoday.com/us/blog/between-cultures/201912/how-global-identity-can-be-good-the-environment>

"Ten Threats to Global Health in 2019". The World Health Organization. <https://www.who.int/news-room/feature-stories/ten-threats-to-global-health-in-2019>

Diversity and Inclusion Terminology in a U.S. American Cultural Context: Salient terms for U.S. students and students studying abroad in the U.S. adapted by Vincent L. Stephens, Ph.D., Popel Shaw Center for Race & Ethnicity, Dickinson College)

## Additional Resources

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"IBM's Watson Wins Person of the Year at the 15th Annual Webby Awards," YouTube video, 2:47, posted by "TheWebbyAwards," June 13, 2011, <http://www.youtube.com/watch?v=makDyycHvmw&feature=fvhl>.

"Interdependence," YouTube video, 3:28, posted by "Jimi Sol" May 3, 2016, <https://www.youtube.com/watch?v=4FdwZK6pL1M>

"Roy, Ananya & VanMuijen, Abby, "The #GlobalPOV Project: "Can Your Point of View Change the World?" YouTube video, 9:31, posted by GlobalPOV May 29, 2014.

"The Sustainable Development Goals – Action Towards 2030 | CAFOD and SDGs," YouTube video, 5:52, posted by CAFOD August 16, 2016, <https://www.youtube.com/watch?v=9-xdy1Jr2eg&feature=youtu.be>

"UN Sustainable Development Goals' <https://sdgs.un.org/goals>

"What is sustainability? | ACCIONA," YouTube video, 1:43, posted by ACCIONA November 15, 2016, <https://www.youtube.com/watch?v=FbAjxkGvDNs&feature=youtu.be>

### Outline of Course Content

#### Topic 1: Introduction

- How to handle overlapping contexts: the local, the regional, the global
- Cultivating awareness of self and other: journaling, field notes, reflection pieces
- Introduction of the UN Sustainability Development Goals

#### Topic 2: Identity, Culture, and Power

This topic introduces the multi-faceted and multi-layered nature of identity, seeking both to unpack students' own and to identify the roles of race, ethnicity, national and religious affiliation, and other social markers in the local context.

- Identity and awareness of self
- Personal identities vs. group identities
- Dominant and non-dominant communities
- Local racial, ethnic, and religious diversity
- Major historical events and phenomena influencing local identities, such as economic factors, conflicts, migration.
- Discussion of UNSDGs (#10 Reduced Inequalities)

#### Topic 3: Environmental Sustainability

- Major local environmental issues and local and national solutions
- Connection between local, national, and global approaches to environmental issues by international organizations
- Discussion of UNSDGs (#6- Clean Water and Sanitation, #7 – Affordable and Clean Energy, #13 – Climate Action)

#### Topic 4: Public Health

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- Major local public health issues and local and national solutions
- Connection between local, national, and global approaches by international organizations that work in public health (WHO, World Bank, UNICEF, NGOs)
- Access and equality within public health contexts
- Response to COVID-19 – how does it relate to the US or other international responses?
- Discussion of UNSDGs (#3 Good Health and Well-Being)

### Topic 5: Civic Engagement

This topic revisits the different groups within the host community, and evaluates the impact of environmental and public health initiatives and challenges to their social and cultural sustainability.

- Rural vs. urban approaches to environmental sustainability and public health – who is included and who is left out?
- How are different communities affected by these issues?
- Discussion of UNSDGs (#11 Sustainable Cities and Communities)

### Topic 6: Bringing it Home

- What changed in your assumptions and anticipated conclusions since you began?
- In what ways has engagement with the local community changed what you thought you knew about these topic areas?
- In what ways might your participation in this course change your future choices, behaviors, decisions, or perspectives?
- How to write a paper that brings it all together.
- Discussion of UNSDGs (#17 Partnerships for the Goals)