

SYLLABUS GLOBAL CITIZENSHIP COURSE

Session B, 10-week session

3 units

Course Description: With this course, you will be able to add a new dimension to your internship experience: a reflection on global citizenship. You will be challenged to use your internship experience as an opportunity to critically explore cultural differences, modes of conduct and values. A series of audio-visual lectures, practical exercises, writing assignments, projects, and online group discussions will stimulate you to leave the comfort zone of what you are familiar with and to explore alternative views on right and wrong, good and bad and the beautiful and the ugly. The course will also encourage you to interact with locals and to engage with the city/region/country where you live during your internship. It is our hope that this course will help to increase your consciousness about the challenges of being a global citizen.

Office Hours

Professor Dewulf will hold office hours on **Mondays from 10am to 12PM (PST)**. He is available for web conferences, e-mails, skype conversations or live chat with students who are interning and studying away. If you have an immediate critical issue, you may also call Professor Dewulf during regular business hours PST, at (510) 701-8582.

GSI:

XY:

Office hours: Available via skype Tuesdays 10am to 12pm PST. Also available via e-mail

XY:

Office hours: Available via skype Wednesdays 10am to 12pm PST. Also available via e-mail

XY:

Office hours: Available via skype Thursdays 10am to 12pm PST. Also available via e-mail

GSI's will also offer additional virtual office hours online at various days and times.

Textbook & Materials

Each module has a number of required readings and viewings. All materials will be uploaded on bCourses.

Learning Activities

The concept of this course will stimulate you to fully participate in all activities.

VERY IMPORTANT:

You won't be able to access your course materials until you read and sign Your Pledge to Academic Integrity. From the home page click on the START HERE link to read about what constitutes cheating, plagiarism, and false information. If you think you already know, think again! You will be surprised by what you find out. As a

UC-Berkeley student, you are expected to abide by these rules.

Readings

Each module includes a number of reading materials that will stimulate critical thinking and will provide an intellectual context to frame your answer.

Multimedia

Multimedia presentations in each module support your readings and assignments. We encourage you to take notes as needed while viewing the lectures, which you can navigate and search.

Written Assignments & Projects

Detailed instructions for each assignment are included in the module in which they are due. For an at-a-glance view of due dates and requirements, refer to the course **Calendar**. Each module will be set to automatically close for submissions after the deadline has passed. Late submissions will thus not be possible. This will encourage you to start working on a new module from the very beginning.

- ***Nine assignments***, in written form and/or in a visual form, will structure your exploration of the workplace, the local population and the engagement with the city/region/country where your internship takes place. In fact, for each written assignment you will be required to not simply reflect on the question(s) posed but also to go out on the street, talk to people and document your

experience. The assignments will reflect your effort to inform yourself about the question(s) posed as well as your effort to think critically about the question(s). Both elements (the informational portion+ the critical thinking portion) are of equal importance to your grade for the assignment. We also value good writing skills and creativity. Each module will have precise instructions on how to prepare the assignment. Written assignments will generally be between a min. of 500 and a maximum of 750 words. Unless otherwise specified, written assignments must also have a visual component in the form of images or pictures. In some cases, you can also post a video message instead of a written assignment. Like written assignments, video messages need to pay equal attention to information and critical thinking. They can feature you speaking or they can feature power-point slides or images with a voice-over. Video messages will generally be between a minimum of 5 and a maximum of 7.5 minutes. Assignments are due precisely one week after being posted. The posting option will close automatically at 11:59pm PST on the day the assignment is due.

- ***Seven discussion postings*** will stimulate you to learn from your peers and to interact with them about the ways they dealt with the challenges of the previous module. Every week, Professor Dewulf will select three of the best assignments and make them available to all students. He will explain why he chose these particular assignments and will add some observations on them. You will be challenged to post one comment on the chosen assignment and/or Prof. Dewulf's observations and to react to one comment

posted by one of your peers about this same assignment and/or Prof. Dewulf's observations. The peer you choose must be living in a different country than you. Both comments must be between 150 and 300 words. Professor Dewulf's selection will be posted one week after the due date of the assignments. You will then have one week to post your comments. The posting option for comments will close automatically at 11:59pm PST on the day the comments are due. There will be no discussion about the first and the ninth module; for the remaining seven modules you will be required to post two comments per module.

- ***One final project*** allows you to synthesize your experience in the internship course. The question "Who am I..." that was our starting point, is here raised again, yet with the addition "...after this internship experience." It gives you an opportunity to recycle various parts of previous assignments and comments and to build a new composition that not only provides an overview of what you learned but also of how these experiences affected your thinking and your awareness about the challenges of global citizenship. Final projects should have both a written and a video component. The written component will have to be between 1,000 and 1,500 words. It should also have a visual component in the form of images or pictures. The video component can feature you speaking or can feature power-point slides or images with a voice-over. Video messages should be between 10 and 15 minutes long.

Discussions

Open Discussion Forum

The Student Lounge is our place for informal discussion, a place to create new topic threads and share common issues or experiences, class-related or not. Please use that forum to post questions about the course material, answers to help other students, and general FAQs so that all students in the course may benefit from the exchange.

Course Mail

Make sure to check the Course Mail for messages from Professor Dewulf and the GSIs. You can access course mail from your [inbox](#) in the Learning Management System or choose to have your course mail forwarded to your personal email account or your cell phone.

Grading

Your course grade will be calculated as follows

	Percentage
Nine assignments	45%
Seven discussion postings	14%
Final project	41%

Your grades for assignments are recorded in the course grade book, and you can see them by clicking on the [Grades](#) tab. Your final grade, however, will not appear online. Your final letter grade will be mailed to you by the registrar's office.

Your course grade will be calculated as follows:

Letter Grade	Percentage
A+	99-100%
A	95-98.9%
A-	90-94.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	< 60%

Policies

Late Work

All due dates and times are given in Pacific Daylight Time (PDT). This online course does not allow you to upload late posts or responses. Students who do not upload their assignments or comments on time need to send their assignments/comments to Professor Dewulf as an email attachment, accompanied by an explanation for the reason of the delay. Late submissions will have a negative effect on your final grade.

Students with Disabilities

Any students requiring course accommodations due to a physical,

emotional, or learning disability will need to contact the Disabled Students' Program (DSP), <http://dsp.berkeley.edu/services.html>, at the beginning of the course with their request. The DSP will review all requests on an individual basis. In addition, notify your Online Program Coordinator prior to the course start date.

If DSP allows you extra time, please notify the instructor prior to the course starting. Students who require extra time due to their disability will still need to submit materials on the same day and the same time as other students, but the size of their submissions will be reduced in accordance to DSP guidelines. For instance, students who need 50% more time will submit written assignments between 250 and 373 words / video messages between 2.5 and 3.75 minutes (50% shorter). After he receives DSP information, Professor Dewulf will contact you and inform you personally about the reduction of the workload.

End of Course Evaluation

Before ISF W187 ends on **August 16th**, please take a few minutes to participate in our [End of Course Evaluation](#) to share your opinions about this course. The evaluation does not request any personal information, and your responses will remain strictly confidential. You may only complete the evaluation once.

Global Citizenship Course Schedule/ Summer 2016

This Global Internship program requires an intellectual reflection that transcends national borders. Both students doing their internship in domestic locations and those in international locations will be challenged in this course to develop a global consciousness. However, since a domestic internship experience is different from an international internship experience, both groups will have different assignments. If your internship takes place in a company that is based in the US, please choose the option "For Students in Domestic Locations." If your internship takes place in a company that is based outside of the US, please choose the option "For Students in International Locations." All assignments and posts are due by **11:59 PM**, Pacific Daylight Time (PDT) of the day listed, unless otherwise noted.

Module 1: GETTING READY FOR A GLOBAL INTERNSHIP EXPERIENCE

The first module prepares you to become successful as a professional in a globalized world. Due to globalization, the workspace is becoming increasingly internationalized. This affects not only those of you whose internship takes place in an international local but also those at domestic locations. As a professional in a globalized world, there are a set of expectations you need to meet. This module helps you making yourself ready for the challenges that expect you when working in an international context.

- We start with some general observations on how to prepare for a job interview, presented by the University of Harvard career services advisor Linda Spencer: http://www.youtube.com/watch?v=DHDrj0_bMQ0. Applying for an international job experience requires attention to cultural specificities. It is important to learn about certain do's and don'ts, especially if your job requires you to do business abroad. The business climate in the US tends to be much more casual than elsewhere. In many countries, it is unthinkable that employees would address their director using the person's first name. Thus, when writing an international business letter, you should avoid a conversational tone. In a highly hierarchal country like India, for instance, male superiors consider a letter starting with "Dear Mr. XY" as an insult and expect a salutation of "Sir" instead. The recommended approach for marketing pitches in the US involves listing out potential uses of the product for the customer. Many Asian cultures, however, consider one person suggesting what another person should do inappropriate. This is especially the case when addressing a superior. Here is some basic information on polite behavior in an Indian context (http://www.youtube.com/watch?v=Q16Z_XQVIpw) and in a Chinese context (<http://www.youtube.com/watch?v=H6g7tUcoF3I>).

- Writing a good resume is crucial step towards a successful job application. While you may think that you know how to write a resume already, you should realize that resumes differ from one culture to another. In fact, the US-model is not the international standard. For starters, your study and career summary will not be called a *resume* outside of the US, but a *Curriculum Vitae* (CV). But there are other differences you should pay attention to: In the US and most other Anglo-Saxon countries, no pictures are used. In continental Europe and many parts of Asia (such as Hong Kong and Singapore), it is recommended that you include your professional photograph on the upper right part of the resume. In addition, gender, marital status, citizenship, and place and date of birth are mentioned. You should also take into consideration that the American educational system is different from that of other countries and that foreigners are not necessarily familiar with the terms, let alone certain abbreviations (like PGA, GSI, etc.), commonly used in American resumes. In many European countries, for instance, the word "college" means "high school" and the word "faculty" means "department." So, in an international CV, you should avoid using abbreviations and always explain the type of degrees and courses you took. And international resumes tend to place more emphasis on your personality. Employers will want to find information on your CV that shows them that you will be effective in an international work environment. So, you will need to emphasize more your intercultural skills, international experience and language skills. It is recommended that you group your international experience under one section in order to minimize the chances that it is missed.

- Pay attention to language, even with people who seem fluent in English. You should realize that British English is the standard not only in the UK but in most commonwealth countries and that other foreigners are sometimes more familiar with British than with American English. For examples of misunderstandings among native speakers of English from Britain and the US, please read text A in attachment.

- During a job interview, pay attention to your attitude and the way you phrase questions and how you introduce yourself. What is commonly used in the US may be the cause of misunderstanding, irritation and even insult abroad. For an example of how hand gestures can bring you into trouble outside the US, please watch: <http://www.youtube.com/watch?v=OWFPHW7BCCI>.

Assignment:

A. For Students in International Locations

After reading the texts and watching the videos, please prepare an introductory video on your global internship experience. In the video, you should pretend that you are giving a job interview and that the question you were asked is "Please, tell us about the cultural differences you are expecting and how you intend to cope with these differences." In your answer, focus on the specificity of the country where your internship is taking place and explain how you intend to deal with the challenge of cultural difference. Try to make a convincing case about your readiness to be successful in an international work environment by highlighting your intercultural skills, international experience and language skills. For your recording, make sure you dress up as if you were at an actual job interview and make sure that you present your strengths in a convincing way while paying attention to cultural sensitivities and possible misunderstandings. Your answers should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on June 12, midnight. The posting option for Module 1 will close automatically at midnight on June 12.

B. For Students in Domestic Locations

Imagine a scenario in which you are applying for a job within your (domestic) company but one that involves working abroad. Use the course materials as inspiration for beginning this thought process about how you could take on this responsibility. After reading the texts and watching the videos, prepare an introductory video on a global internship experience. In the video, you should pretend that you are giving a job interview for the international job position at your company in a country of your choice and that you are being asked specific questions such as what challenges or cultural differences you anticipate and why you think you would be capable of taking these on. In your answer, focus on the specificity of the country where your international job position is taking place and explain how you intend to deal with the challenge of cultural difference. Try to make a convincing case about your readiness to be successful in an international work environment by highlighting your intercultural skills, international experience and language skills. For your recording, make sure you dress up as if you were at an actual job interview and make sure that you present your strengths in a convincing way while paying attention to cultural sensitivities and possible misunderstandings. Your answers should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on June 12, midnight. The posting option for Module 1 will close automatically at midnight on June 12.

Module 2: GLOBAL CITIZENSHIP

The second module of this course is a reflection on the challenges we face as citizens of a globalized world, where everything seems in flux, where borders seem to become increasingly blurred, and where modern technology allows us to interact with the world on

a touchscreen display. It focuses on the personal feeling of loss, disorientation and uncertainty when waking up in a different country, but also pays attention to the exciting opportunities offered by an international experience. This personal feeling is extrapolated to the general question: What does it mean to be a citizen of a globalized world? This module raises a number of questions that will prepare you to make your internship experience fruitful in dealing with the challenges of a globalized world. We start this module with Franz Kafka's famous short story *The Metamorphosis* (1915). In text B in attachment, you will find the story's first chapter. Perhaps no other story in world literature conveys better the feeling of loss that one can suddenly experience when everything familiar is no longer there. Gregor Samsa's alienation symbolizes in a way what you experience when waking up for the first time in a foreign country. In broader terms, one could also argue that it corresponds to a general feeling of disorientation in dealing with modernity and globalization. Since Kafka wrote his famous story, globalization has only increased and borders between countries, cultures and peoples seem to have become increasingly blurred. For a reflection on this evolution from the point of view of racial identity, please read the article by Ruth la Ferra, journalist for the *New York Times*, as text C in attachment. Globalization and the blurring of traditional boundaries causes new challenges, one of which is the increasing need for international cooperation. For a reflection on this, please watch the following video presentation by Mohsen al Attar, Senior Lecturer at Queen's University of Belfast, about the need for some type of universal law that deals with the challenges of globalization: <http://www.youtube.com/watch?v=kqtsExnYeFI>.

Assignment:

A. For Students in International Locations

In this assignment, you are challenged to prepare your own presentation, which should be a personal statement on global citizenship. In your presentation, you should present a reflection on questions such as "How did globalization affect my own identity?", "What do I see as the dangers and opportunities of globalization?" and "How could this global internship contribute to broaden my knowledge on the effects of globalization?" This assignment can be in the form of a written paper or a video message. The assignments should reflect your effort to inform yourself about this question on the basis of the course materials as well as your effort to present a critical reflection. Please start with an introduction to the problem on the basis of the uploaded materials and then switch to your own experience and your own thoughts. Both elements (the information part + the critical thinking part) are of equal importance to your grade for the assignment. Written assignments should be between a min. of 500 and a max. of 750 words. Any written assignment must also have a visual component in the form of images or pictures. You can

also post a video message instead of a written assignment. Like written assignments, video messages need to pay equal attention to information and critical thinking. They can feature you speaking or they can feature power-point slides or images with a voice-over. Video messages should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on June 19, midnight. The posting option for module 2 will close automatically at midnight on June 19.

B. For Students in Domestic Locations:

In this assignment, you are challenged to prepare your own presentation, which should be a personal statement on global citizenship. In your presentation, you should present a reflection on questions such as "How did globalization affect my own identity?" and "What do I see as the dangers and opportunities of globalization?" This assignment can be in the form of a written paper or a video message. The assignments should reflect your effort to inform yourself about this question on the basis of the course materials as well as your effort to present a critical reflection. Please start with an introduction to the problem on the basis of the uploaded materials and then switch to your own experience and your own thoughts. Both elements (the information part + the critical thinking part) are of equal importance to your grade for the assignment. Written assignments should be between a min. of 500 and a max. of 750 words. Any written assignment must also have a visual component in the form of images or pictures. You can also post a video message instead of a written assignment. Like written assignments, video messages need to pay equal attention to information and critical thinking. They can feature you speaking or they can feature power-point slides or images with a voice-over. Video messages should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on June 19, midnight. The posting option for module 2 will close automatically at midnight on June 19.

Module 3: GLOBALIZATION AND SOCIAL (IN)EQUALITY

The third module of this course is about globalization and social justice. It challenges you to reflect about the consequences of globalization on social justice. We start this module with a literary text, the short-story *Saidjah and Adinda*, that takes us to Indonesia, formerly known as the Dutch East Indies. You will find in attachment as text D. The story is part of the novel *Max Havelaar* (1860) by the Dutch author Eduard Douwes Dekker, who used the pen name Multatuli. The novel was one of the first major works in Western literature to criticize the exploitation of the native population in the colonies. Whereas the end of the colonial era and the independence of former colonies initially brought the hope of radical social reform, the exploitation of the poorest of the poor often continued under the new rulers. Many believe that the globalization of the capitalist economic system has even

increased social inequalities in past decades. An example of this can be seen in this short film, made by *Amnesty International*, about the abuses suffered by Indonesian migrant domestic workers who went to work in Hong Kong. [http://www.youtube.com/watch?v=6gORoiW_HSO]. The negative effects of globalization on workers' rights is also discussed here by Palagummi Sainath, India's foremost chronicler of the impact of globalization on the country's rural populations. [<http://www.youtube.com/watch?v=sVWdljfRpy0>]. We also present an opposing view on the effects of globalization. One the most outspoken defenders of the opportunities that globalization offers to improve social justice around the world is the Swedish scholar Johan Norberg, whose controversial book *In Defense of Global Capitalism* (2001) served as the basis to the documentary film *Globalisation is Good* made by the British Channel 4. You can watch this film here. [<http://www.youtube.com/watch?v=12YDLZq8rT4>]. The task of this module is to use your own working experience to reflect about the negative and/or positive consequences of globalization on social (in)equality.

Assignment:

A. For Students in International Locations:

After reading the text and watching the videos, please reflect about social (in)equality in the country where you are currently based as compared to your home country. What differences do you experience? Please also talk to your colleagues at work and use their feedback about working hours, number of holidays, retirement plans, healthcare, gender equality, worker's unions and other social matters to prepare an assignment on globalization and social (in)equality. This assignment can be in the form of a written paper or a video message. The assignments should reflect your effort to inform yourself about this question on the basis of the course materials as well as your effort to present a critical reflection. Please start with an introduction to the problem on the basis of the uploaded materials and then switch to your own experience and your own thoughts. Both elements (the information part + the critical thinking part) are of equal importance to your grade for the assignment. Written assignments should be between a min. of 500 and a max. of 750 words. Any written assignment must also have a visual component in the form of images or pictures. You can also post a video message instead of a written assignment. Like written assignments, video messages need to pay equal attention to information and critical thinking. They can feature you speaking or they can feature power-point slides or images with a voice-over. Video messages should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on June 26, midnight. The posting option for module 3 will close automatically at midnight on June 26.

B. For Students in Domestic Locations:

After reading the text and watching the videos, please reflect about globalization and social (in)equality in the United States. Please also talk to your colleagues at work and use their feedback about working hours, number of holidays, retirement plans, healthcare, worker's unions and other social matters to prepare an assignment on social (in)equality and the effects of globalization on working conditions in the US. This assignment can be in the form of a written paper or a video message. The assignments should reflect your effort to inform yourself about this question on the basis of the course materials as well as your effort to present a critical reflection. Please start with an introduction to the problem on the basis of the uploaded materials and then switch to your own experience and your own thoughts. Both elements (the information part + the critical thinking part) are of equal importance to your grade for the assignment. Written assignments should be between a min. of 500 and a max. of 750 words. Any written assignment must also have a visual component in the form of images or pictures. You can also post a video message instead of a written assignment. Like written assignments, video messages need to pay equal attention to information and critical thinking. They can feature you speaking or they can feature power-point slides or images with a voice-over. Video messages should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on June 26, midnight. The posting option for module 3 will close automatically at midnight on June 26.

Module 4: AESTHETICS AT WORK

This module deals with art, design, decoration, beauty, style or what we call with a broader term: aesthetics. Once you start thinking about it, you realize that aesthetics are all around you: in your city, your street, your house, your room, often also on your own body. Why do people have such an interest in aesthetics? Why do we feel more at ease after we decorate the space where we live? What is the origin of the criteria we use to judge whether something is beautiful or ugly? This module challenges you to reflect about aesthetics, its function, its value and its complexity. We start our reflections on aesthetics with a closer look at this famous painting by René Magritte called "Ceci n'est pas une pipe" (This is not a pipe, 1929). Although this painting clearly represents a pipe, the Belgian painter wrote under it that it is not a pipe, which is of course true (it is only a painting of a pipe). No matter how naturalistically we depict an object, we never catch the item itself. Please deepen your knowledge of this discussion by watching this video on Magritte's "pipe": http://www.youtube.com/watch?v=w702yvnip_w. Here we find one of art's most fascinating aspects, its power to make us dream, imagine, fantasize, and to escape the limiting reality around us by using our imagination to reach a higher form of experience, characterized by unlimited possibilities. Since they oppose the idea that only the useful is

valuable, aesthetics are often seen as the opposite of utilitarianism. Please read the text on *Art as Therapy* by the Swiss-British philosopher Alain de Botton and the British philosopher John Armstrong. You will find in attachment D. Please also listen to de Botton's talk on aesthetics on BBC Radio: <http://www.bbc.co.uk/programmes/b00xw5nq>. However, aesthetics is not something limited to a museum but can be found everywhere around us, even on the work floor. Please read text C on the benefits of art on the work floor.

Assignment:

A. For Students in International Locations:

After reading the texts and watching the videos, please make an analysis of the architectural style and garden (outside) and the decoration and artworks (inside) of the building where you are currently working. How would you interpret the architecture, the choice of garden plants, the design, and the artwork in the building of your company? Does it correspond to the company's identity? Is it beneficial to the workers? Does it satisfy the clients? Please try to interview a person at your company who is in charge of decoration outside or inside the building and ask him or her about the criteria used for the choices that were made. Please also interview a coworker and a customer and try to find out if these criteria correspond to what these 2 people tell you when asked to give their opinion about the style and decoration of the building. Please also reflect on their comments on aesthetics by comparing them to your own experience at your home country. In what way do people in the foreign country you are working judge aesthetics differently? And how do you feel personally about the aesthetics of the place where you are currently working? This assignment can be in the form of a written paper or a video message. The assignments should reflect your effort to inform yourself about this question on the basis of the course materials as well as your effort to present a critical reflection. Please start with an introduction to the problem on the basis of the uploaded materials and then switch to your own experience and your own thoughts. Both elements (the reflection on the problem in the given materials + your critical thinking on your environment) are of equal importance to your grade for the assignment. Written assignments should be between a min. of 500 and a max. of 750 words. Any written assignment must also have a visual component in the form of images or pictures. You can also post a video message instead of a written assignment. Like written assignments, video messages need to pay equal attention to information and critical thinking. They can feature you speaking or they can feature power-point slides or images with a voice-over. Video messages should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on July 3, midnight. The posting option for Module 4 will close automatically at midnight on July 3.

B. For Students in Domestic Locations:

After reading the texts and watching the videos, please make an analysis of the architectural style and garden (outside) and the decoration and artworks (inside) of the building where you are currently working. Please also try to interview a person at your company who is in charge of decoration outside or inside the building and ask him or her about the criteria used for the choices that were made. Next, please imagine a scenario in which you have to present your own workplace's architecture/aesthetics/accompanying cultural associations to someone from another country who is either beginning at your workplace, visiting your workplace, or is considering doing business with your company. Use this opportunity as a basis for general reflection on aesthetics in your company. How do you interpret the architecture, the choice of garden plants, the design, and the artwork in the building of your company? Does it correspond to the company's identity? How would you explain its meaning and importance to someone from abroad? This assignment can be in the form of a written paper or a video message. The assignments should reflect your effort to inform yourself about this question on the basis of the course materials as well as your effort to present a critical reflection. Please start with an introduction to the problem on the basis of the uploaded materials and then switch to your own experience and your own thoughts. Both elements (the reflection on the problem in the given materials + your critical thinking on your environment) are of equal importance to your grade for the assignment. Written assignments should be between a min. of 500 and a max. of 750 words. Any written assignment must also have a visual component in the form of images or pictures. You can also post a video message instead of a written assignment. Like written assignments, video messages need to pay equal attention to information and critical thinking. They can feature you speaking or they can feature power-point slides or images with a voice-over. Video messages should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on July 3, midnight. The posting option for Module 4 will close automatically at midnight on July 3.

Module 5: MOBILITY AND URBAN PLANNING

This module focuses on urban planning in the city where you do your internship and pays particular attention to the topic of mobility. Bicycles and public transportation systems are increasingly understood as key solutions to respond to environmental, health and mobility problems of modern societies. Considering the importance of mobility in contemporary cities, this module challenges you to reflect about the main modes of transportation in the place where you are living and what can be learned from the city's efficiency or lack thereof in handling mobility issues. Please start by watching this short film by Michael Wolfgang Bauch on L.A.'s mobility problem and how a different transportation system could help:

<http://www.youtube.com/watch?v=-9RATQKiOZE>. Another concept for city planners is that of the “walkable city” as an alternative to cities dominated by cars. Please watch this video, where a series of scholars and experts explain what this concept means: <https://www.youtube.com/watch?v=jP5TGawws2Y>. Then, watch how urbanist Jeff Speck shows us how we can free ourselves from dependence on the car in this video: <http://www.youtube.com/watch?v=Wai4ub90stQ>.

Assignment for Students at both International and Domestic Locations:

In this assignment, we challenge you to imagine that you are a city planner and that you need to address the mobility problems in a city. In your project, you should first explain how mobility challenges are currently dealt with in a city of your choice, which can either be the city where you are doing the internship or another city you know very well. In the second part of the assignment, you should either explore an option to change the existing mobility system in order to improve mobility in the city where you do your internship or you should explore the option to introduce one successful aspect of that city's mobility system in another city. Your assignment can be in written form or as a video presentation. Written assignments should be between a min. of 500 and a max. of 750 words. Your written assignment must also have a visual component in the form of images or pictures. You can also post a video message instead of a written assignment. Like written assignments, video messages need to pay equal attention to information and critical thinking. They can feature you speaking or they can feature power-point slides or images with a voice-over. Video messages should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on July 10, midnight. The posting option for module 5 will close automatically at midnight on July 10.

MODULE 6: HISTORICAL AWARENESS

This sixth model is a reflection on the concept of history and historical awareness. Social behaviors and sensitivities of citizens are deeply shaped by historical occurrences and experiences of previous generations. Knowledge of the historical traumas, triumphs and social struggles of the region where you currently live helps you to avoid misunderstanding and fosters your integration and acceptance at work. This module will encourage you to explore the history of the place where you are living and will challenge you to reflect about historical awareness with a focus on the meaning of and attachment to local historical monuments. We will begin this module with a text by the French historian Pierre Nora on what he calls “Lieux de mémoire” or, in English, “places of memory”. You find an excerpt of the text in attachment F. The text reflects on historical monuments and the meaning these monuments still have (or not have) for contemporary generations. Contemporary

historians and artists also reflect on the creation of new types of monuments that are better suited to recalling history than traditional ones. An example is Germany's famous "Stolpersteine" or "stumbling stones"—small, cobblestone-sized memorials for individual victims of Nazism that have been placed in streets where the victims once lived. This video shows you how the "Stolpersteine" look: <http://www.youtube.com/watch?v=l17-LZ1etfU>.

Assignment:

A. For Students in International Locations:

After reading the text and watching the video, speak with one of your local coworkers and ask him or her to name one "place of memory" (monument, etc.) in the city where you are currently living. Organize a short interview with your coworker to find out why this memorial, in particular, is important to him or her. Study the historical background of the "place" and discuss its importance with other locals. Focus on the relevance of the "place of memory" *today*. How meaningful is this "place of memory" for the current inhabitants? Did its meaning change over time? Is it still loved or did it become superfluous or perhaps even controversial for later generations or new population groups? For what reason(s)? Your assignment can be in the form of a written paper or a video message. The assignment should reflect your effort to inform yourself about the "place of memory" of your choice as well as your effort to think critically about the meaning it has to the local population. Remember, it is not your task merely to judge the worth of the monument, but to *understand* its role within its particular context. Your written assignment should be between 500 and 750 words. It also *must* have a visual component in the form of images or pictures that you yourself took (e.g. of a monument or any other "place of memory"). Alternatively, you can also post a video message instead of a written assignment. It can feature you speaking or it can feature PowerPoint slides or images with a voiceover. Video messages should be between 5 and 7.5 minutes long. Assignments are due on July 17 by 11:59pm Pacific Daylight Time. The posting option for Module 6 will close automatically at 11:59pm on July 17.

B. For Students in Domestic Locations:

After reading the text and watching the video, identify one "place of memory" (monument, etc.) in the city/region where you are currently living that was built by a minority group that immigrated to the United States. Study the historical background of the "place" and discuss its importance with members of this minority group. Focus on the relevance of the "place of memory" today. How meaningful is this "place of memory" for the current members of this community? Did its meaning change over time? Is it still loved or did it

become superfluous or perhaps even controversial for later generations? For what reason(s)? Your assignment can be in the form of a written paper or a video message. The assignment should reflect your effort to inform yourself about the “place of memory” of your choice as well as your effort to think critically about the meaning it has to the local population. Remember, it is not your task merely to judge the worth of the monument, but to understand its role within its particular context. Your written assignment should be between 500 and 750 words. It also must have a visual component in the form of images or pictures that you yourself took (e.g. of a monument or any other “place of memory”). Alternatively, you can also post a video message instead of a written assignment. It can feature you speaking or it can feature PowerPoint slides or images with a voiceover. Video messages should be between 5 and 7.5 minutes long. Assignments are due on July 17 by 11:59pm Pacific Daylight Time. The posting option for Module 6 will close automatically at 11:59pm on July 17.

Module 7: SOCIAL BEHAVIOR AND HUMOR

This module challenges you to reflect about social behavior in the context of your global internship experience. One of the greatest challenges you experience in a global society is accepting the relativism of the cultural concepts and social standards you grew up with. We all have a tendency to consider the norms and values we grew up with as normative and tend to judge social behavior in other cultures on the basis of our own moral concepts. As an introduction to this problematic, please read the following text by the anthropologist Renato Rosaldo on cultural and ethical relativism. You will find it in Attachment G. One example of cultural difference in social behavior is humor since different cultures tend to have different ways of making others laugh. Please check out this comment by the English comedian Stephen Fry on the difference between American and British humor: <http://www.youtube.com/watch?v=8k2AbqTBxao>. Cultural differences in humor also relate to way cultures deal with political correctness. The US and the Bay Area in particular is well-known for its attachment to political correctness. Political correctness is often seen as crucial for social peace and as one of the foundations to build a better world where no one is hurt because of his or her skin color, ethnicity, native language, age, disability, gender, sexual orientation, etc. In a recent presentation at an American university, the well-known Slovenian philosopher Slavoj Zizek challenged this perception. He claimed that political correctness does not necessarily make a society better and even argued provocatively that some form of political incorrectness may be helpful to foster social interaction between people. Please watch Zizek's provocative presentation here: <http://www.youtube.com/watch?v=p4YJAs6Cv9I>.

Assignment:

A. For Students in International Locations:

After reading the texts and watching the videos, please ask local people to tell you a number of local jokes. In your assignment, write down these jokes and use them as a point of departure for an analysis about social behavior in the place where you are currently staying. Link these jokes to observations you have made while living abroad and reflect about differences in social behavior and cultural sensitivities. Use it also a steppingstone to a broader reflection on the advantages and disadvantages of political correctness the way it is practiced in the United States. Your assignment can be in the form of a written paper or a video message. The assignment will reflect your effort to inform yourself about the concept of cultural and ethical relativism as well as your effort to think critically about the meaning it has to the local population at the place of your internship. Your written assignment should be between a min. of 500 and a max. of 750 words. It must also have a visual component in the form of images or pictures. You can also post a video message instead of a written assignment. It can feature you speaking or they can feature power-point slides or images with a voice-over. Video messages should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on July 24, midnight. The posting option for module 7 will close automatically at midnight on July 24.

B. For Students in Domestic Locations:

After reading the texts and watching the videos, please show Zizek's provocative video presentation to a number of co-workers. Discuss the video with them and reflect about their reactions. Link these reactions to observations you have made about social behavior, political correctness, sensitivities and humor at the workplace. Use it also a steppingstone to a broader reflection on the advantages and disadvantages of political correctness the way it is practiced in the United States. Your assignment can be in the form of a written paper or a video message. The assignment will reflect your effort to inform yourself about the concept of cultural and ethical relativism as well as your effort to think critically about the meaning it has to the local population at the place of your internship. Your written assignment should be between a min. of 500 and a max. of 750 words. It must also have a visual component in the form of images or pictures. You can also post a video message instead of a written assignment. It can feature you speaking or they can feature power-point slides or images with a voice-over. Video messages should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on July 24, midnight. The posting option for module 7 will close automatically at midnight on July 24.

Module 8: TRADITIONS AND CUSTOMS

This module deals with the effects of globalization on cultural traditions and customs. Local traditions and customs have an interesting paradox: although they tend to be experienced by locals as a crucial element of their unique cultural identity, no tradition or custom developed in complete cultural isolation. In fact, foreign influences and intercultural contacts have always played an important role in the historical development of cultural traditions and customs. Yet these foreign influences are often forgotten, downplayed or bluntly denied by later generations, who tend to focus instead on the cultural uniqueness of the tradition and custom. Some people fear that due to globalization, cultures will increasingly resemble each other and cultural differences will disappear. The Swedish anthropologist Ulf Hannerz, however, rejects the assumption that globalization will lead to global homogenization. Using the term “creolization” for the mixture of cultures, he argues that due to globalization, new cultural phenomena will develop that will enrich the world’s diversity. Please read an introduction to his theory in Attachment H. Due to globalization, (im)migration and recent changes in culturally shared norms and values, we also experience how certain traditions and customs have come under pressure. An example is that of the bullfight in Spanish culture. This famous Spanish tradition was once admired by American visitors such as the author Ernest Hemmingway, who glorified it in his essay “Bullfighting is Not a Sport – It is a Tragedy” (1923). You will find the text in Attachment I. Today, few Americans look at this ancient Spanish tradition with admiration. Even in Spain itself, the tradition has become increasingly controversial, as is shown in the following report: <http://www.youtube.com/watch?v=EweC5hXiNCw>.

Assignment

A. For Students in International Locations:

It is likely that during your stay abroad, you will be invited to assist at some type of cultural tradition or custom, be it the celebration of a holiday, participation at a local dance or music festival, the preparation of a typical dish, or the attendance of a service at a local religious temple. Please use that opportunity to record one experience and make it the topic of this assignment. In your assignment, you should start with information on the characteristics of the tradition or custom by doing research on its historical development. In the second part of the assignment, you should present a reflection on the effects of globalization on this tradition or custom, both from a historical (what foreign influences contributed to the tradition) and a contemporary (what are the effects of immigration, modern technology, increased mobility) perspective. Your assignment can be in the form of a written paper or a video message. Your written assignment should be between a min. of 500 and a max. of 750 words. It must also have a visual component in the form of images or pictures. You can also post a video message instead of a written assignment. It can feature you speaking

or they can feature power-point slides or images with a voice-over. Video messages should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on July 31, midnight. The posting option for module 8 will close automatically at midnight on July 31.

B. For Students in Domestic Locations:

Please participate at a cultural tradition or custom in the town or city where you do your internship, be it the celebration of a holiday, participation at a local dance or music festival, the preparation of a typical dish, or the attendance of a service at a local religious temple. Please use this as an opportunity to record one such experience and make it the topic of this assignment. In your assignment, you should start with information on the characteristics of the tradition or custom by doing research on its historical development. In the second part of the assignment, you should present a reflection on the effects of globalization on this tradition or custom, both from a historical (what foreign influences contributed to the tradition) and a contemporary (what are the effects of immigration, modern technology, increased mobility) perspective. Your assignment can be in the form of a written paper or a video message. Your written assignment should be between a min. of 500 and a max. of 750 words. It must also have a visual component in the form of images or pictures. You can also post a video message instead of a written assignment. It can feature you speaking or they can feature power-point slides or images with a voice-over. Video messages should be between a min. of 5 and a max. of 7.5 minutes. Assignments are due on July 31, midnight. The posting option for module 8 will close automatically at midnight on July 31.

Module 9: (MIS)REPRESENTATION OF REALITY

This module makes you reflect about the (mis)representation of reality. Thanks to technological innovations, it has become increasingly easy to inform people at home about how we experience reality while living abroad. What started in the early nineteenth century with photography has meanwhile developed into a sheer unlimited set of possibilities to display reality and to create a virtual reality. This has created the assumption that modern technology allows us to make a completely accurate copy of reality so that even without travelling one can know how life in a foreign place is. Once you travel, however, you realize that this is an illusion. The illusion that an actual experience can simply be replaced by virtual reality is questioned in the following clip by the Dutch comedian Kees van Kooten: <http://www.youtube.com/watch?v=ljz4sdXABLM>. When travelling you come to realize that technology only allows you to give people at home a vague impression about your stay rather than an accurate copy of it. Modern technology is, in fact, not able to accurately capture your feelings and senses nor does it always allow you to culturally translate

experiences in a “language” people in your home country are familiar with. As an example, please watch this video on words that are untranslatable from one culture into the other: <http://www.youtube.com/watch?v=sPHJp25u7Tw>. An interesting response to the complexities of representing experiences we present to you here is that from the Swiss author Peter K. Wehrli. Realizing he had forgotten his camera at the beginning of a long train journey, he took the opportunity to put his experiences to paper, systematically poetizing his perceptions of the world around him as he traveled on the Orient Express Train from Zurich to Beirut, in Lebanon. This is how his *Catalog of Everything* was born, a constantly-expanding book project in the form of a catalog whereby the author during his many travels has taken hundreds of “pictures with words.” As an example, you will find ten of Wehrli’s “catalog numbers” about California, in Attachment J. You will observe that all these catalog numbers are experiences, which he captured in one sentence that always starts with a noun.

Assignment

A. For Students in International Locations:

The task of this assignment is to follow Wehrli’s example. Please imagine that you have lost your camera and want to capture experiences with words. Each experience has to relate to something in the country of your internship that surprised you, something you heard, felt, tasted or saw that was unexpected, strange, different to you, something also which you would not have been able to accurately represent through a simple picture. This assignment has no visual component since you should limit yourself to language to “paint” or “portray” the experiences that struck you. Please prepare five catalog entries until the end of this week. Use Wehrli’s entries as a model by writing every single catalog number as one (long) sentence starting with a noun. Assignments are due on August 7, midnight. The posting option for module 9 will close automatically at midnight on August 7.

B. For Students in Domestic Locations:

The task of this assignment is to follow Wehrli’s example. Please imagine that you have lost your camera and want to capture your experience of how globalization is affecting society around you. Each experience has to relate to the effects of globalization (migration, import products, foreign influences, tourism, etc.) on the town or city of your internship. Please look for things that surprised you, something you heard, felt, tasted or saw that was unexpected, strange, different to you, something also which you would not have been able to accurately represent through a simple picture. This assignment has no visual component since you should limit yourself to language to “paint” or “portray” the experiences that

struck you. Please prepare five catalog entries until the end of this week. Use Wehrli's entries as a model by writing every single catalog number as one (long) sentence starting with a noun. Assignments are due on August 7, midnight. The posting option for module 9 will close automatically at midnight on August 7.

FINAL PROJECT: ON BEING A GLOBAL CITIZEN

Assignment for Students at both International and Domestic Locations.

The final project of this course challenges you to draw conclusions of your global internship experience. It is our hope that this course contributed to making your internship an intellectually more challenging experience. The task we give you in this final module is to use your conclusions as the basis of a general reflection on your internship and on the concept of "global citizenship." In a few decades from now, your generation will be in leading positions in national and international politics, education and business. In this final project, we want you to use the new ideas you developed during your internship experience to present a general reflection about the value of your global internship experience and how it challenged you to be a global citizen. We give you two examples of reflections that could serve as a model to you, one by the performance artist Hetain Patel https://www.ted.com/talks/hetain_patel_who_am_i_think_again and one by the philosopher Kwame Anthony Appiah <http://www.youtube.com/watch?v=VjMnyP142b8>. In this final project, you can present new materials or you can reuse/recycle some of the materials you used in previous assignments. Please use these materials as a reflection on how the ideas you acquired during your internship could serve to deal with the challenges of globalization and how they could make us better global citizens. Your final project should have both a written and a video component. The written component should be between a min. of 1,000 and a max. of 1,500 words. It should also have a visual component in the form of images or pictures. The video component can feature you speaking or can feature power-point slides or images with a voice-over. The video message should be between a min. of 10 and a max. of 15 minutes.