



# OGLETHORPE

UNIVERSITY

## GO Barcelona Summer 2026 - Course Syllabus INT 290 – Cultures, Values, and Global Citizenship

### Faculty information

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### Course Description

The contemporary world is one of marked polarity between increased globalization—the flattening out and homogenization of social, ethical, political, and economic borders, norms, and values—and increased “patriotism”, tribalism, and 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**

The content of this course will be 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 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, 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 time in the classroom engaged in theoretical, text-based and lecture/discussion instruction, one day the students will be outside of the classroom engaged in a tour relevant to the course, and finally the 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. Each week 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 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 evaluated and assessed
- Identify the many cultures and communities that comprise the study abroad location
- 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!

### **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 be prepared, ready to participate in discussions, and ready to engage with scheduled activities and assignments in a serious and meaningful way.

**Attendance:** LeadAbroad is committed to the academic integrity of our programs. All students 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.

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

### **Participation**

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

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

- Making a substantive oral contribution during class lecture or large-class discussion at least once a class (e.g., answering questions posed by the instructor, bringing up related and relevant information, linking classroom discussions to assigned readings).

- Staying on task in dyads, small groups, and activities. When given a task or question to discuss, work to make meaningful and course content-driven contributions, ask group-mates questions, and brain-storm additional ideas. Do not shortchange discussions or activities by finishing early.

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

**Discussion Board Conversation Entries**

This course will have discussion boards on various topics. 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.

**Grading:**

Individual Assignments	30%
Weekly Small Team Collaboration	20%
Team Project & Presentation	20%
Participation and Reflection	20%
Final GO Talk	10%

**Grading Scale:**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 59

## Structure of the Course

The course is meant to be very interactive with relevant readings, case studies, videos and modern texts providing the cornerstone for class discussion and deeper learning. Students will be asked to cover some readings and prepare two short papers prior to arrival in Barcelona.

## Graded Components

**Individual Assignments (50%)** – Individual assignments, including discussion boards, are designed to encourage in-depth analysis of readings and lectures. Students will be asked to relate course concepts to real-world experiences and application of knowledge in an international business setting. Quizzes, short assignments, short news event presentations and case analysis will support student engagement and learning of the course material. Discussion boards will involve posting probing, thought-provoking discussions related to course reading assignments on the discussion board on the online learning platform, Canvas.

**Weekly Small Team Collaboration Assignments (15%)** – Collaboration in this course will be key. In addition to your large teamwork over the four weeks, you will also be working on weekly topic teams and be having a mini presentation each Thursday. This project encourages teams to explore a business/product idea and work through steps to determine viability and market placement. It will include in-depth analysis, targeting topics each week to develop, expand, and adapt your business idea.

**Attendance and Participation (20%)** – Please note that this is an active-learning, interactive class, and you need to be present in every class, especially as this is a fast-paced, compressed-format summer semester. Each student will receive a 95 as a baseline for contribution, but this can go up or down based on your level of engagement. Since this course is very abbreviated, each additional absence will result in a 5-point reduction in the participation grade. No exceptions. Presence for the ENTIRE class is expected and required. Partial absence will result in 1-2 points off for each occurrence.

**Go Talks (15%)** - 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?

## Classroom Etiquette

- Students are expected to show up on time and remain in class until dismissed.
- No use of cell phones during class.
- If students are found using their laptops for anything other than taking notes, all laptop privileges will be lost for the remainder of the semester.
- Participation points will be reduced for each and every violation of classroom etiquette.

### **Due Dates / Late Penalties**

All assignments are due on the assigned due date and time noted in Canvas. If accepted, late assignments will incur a 20% penalty per day late.

## Class Agenda (Planned - Subject to Change)

	<i>Date</i>	<i>Topic</i>	<i>During Class</i>	<i>After Class Homework</i>
Prearrival		Why does culture matter?		Written assignment
Prearrival		Culture Inventory		Discussion Board
Prearrival		Global Citizenship		Discussion Board
Prearrival		UN Sustainable Development Goals and B-Corps		Written Assignment
<b>Week 1</b>		<b>Values and Self</b>		
Wednesday	<b>July 8</b>	Cultural Identity	Introduction & Overview	
Thursday	<b>July 9</b>	Values & Culture		
<b>Week 2</b>		<b>Cultural Awareness</b>		
Monday	<b>July 13</b>	Exploring Cultures		News article presentations
Tuesday	<b>July 14</b>	Visit	<i>Walking in the city</i>	Discussion Board
Wednesday	<b>July 15</b>	Approaching Global Challenges	Idea X Solving Global Challenges	Short assignment
Thursday	<b>July 16</b>	Comparing Cultures	Small team presentations	
<b>Week 3</b>		<b>Global Citizenship</b>		
Monday	<b>July 20</b>	Global Citizenship – internal	Exploring themes – discussion/activities	News article presentations
Tuesday	<b>July 21</b>	Visit	<i>Museu d’Història de Catalunya</i>	Reflection
Wednesday	<b>July 22</b>	Global Citizenship – external	Exploring themes – discussion/activities	Short assignment
Thursday	<b>July 23</b>	Prez of Political Campaigns	Small team presentations	
<b>Week 4</b>		<b>TED &amp; GO Talks</b>		
Monday	<b>July 27</b>	Globalization	Exploring themes – discussion/activities	News article presentations
Tuesday	<b>July 28</b>	Visit	<i>Visit Casa Batllo</i>	Reflection
Wednesday	<b>July 29</b>	Stories of global citizenship	Exploring themes – discussion/activities	
Thursday	<b>July 30</b>	Final Presentations	Go Talks	
Friday	<b>July 31</b>	Final Presentations	Go Talks	

## Policies and Procedures

### Accommodations

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

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

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

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

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

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

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

## **Academic Integrity and the Oglethorpe Honor Code**

Our Oglethorpe community thrives on high standards of academic integrity. The Honor Code serves as a guiding document to develop our fundamental values of honesty, trust, fairness, respect, responsibility, and courage.

By embracing these principles, everyone at Oglethorpe supports equitable access to academic success, as well as personal and professional growth. Oglethorpe welcomes all who accept and affirm these principles of academic integrity.

### **Affirmation**

Students sign the following affirmation at the start of their Oglethorpe career during Convocation.

***“I affirm that I am acting with academic integrity.”*** (followed by the student’s signature)

Additionally, students are asked to sign this affirmation at least once in every course.

By regularly signing this affirmation, students are reminded of the Oglethorpe community standards of academic integrity. We encourage students to maintain a commitment to integrity beyond their time at Oglethorpe.