

# One Earth, Multiple Worlds: Engaging Global Solidarity and Sustainability with Student Action

Summer 2020

**Course attributes:** Sustainability Connections

**Language of Instruction:** English

**Description:** The concept of interdependence resounds widely today. Particularly in our current global situation defined by a health emergency, an inevitable economic crisis, and glaring digital divide, we are now more than ever bound by our interconnections. 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.”* This course calls upon students to (re)consider the multiple impacts of our lives and actions in both the local and the global community; to reflect upon themes that are inherently *glocal*. Naturally, this intersects with issues of equality, justice, fairness and basic human dignity, as they are framed by diverse points of inquiry and cultural contexts.

Sustainable actions work to foster international solidarity building unity in such complex diversity. This course seeks beyond binary oppositions of rich vs. poor, towards interdependent partnerships among nations, regions and peoples that need each other. Built around a series of 4 themes, this course will introduce students to concepts around international solidarity, sustainability and compassionate action in a global context. Students in this course will develop skills, knowledge, and understanding that will help them mature into critical global citizens focused on creative solutions. To this end, the course will employ a holistic approach to exploring the concept of solidarity and its intersectionality with various human dimensions: ecological, social and cultural, international and more.

## **Learning Outcomes:**

- Explore the meaning of and values and attitudes involved in sustainability
- Think about issues in a local and global context and the growing interdependence between our globalized communities
- Expand one’s self-awareness, especially cultural self-awareness
- Appreciate the positive value of and cultivate respect for cultural diversity
- Recognize needs and articulate actions toward international solidarity and cooperation
- Apply frameworks to current global issues and offer potential solution

**Instructional Format and Workload Expectations:** It will be structured around 40 hours of instruction over a period of 4 weeks. It will begin on May 29 and end on June 26. Project presentation date: July 2nd, 2020. On average, students will be expected to work at least 2 hours each day for this course. Daily commitment to this course will include either synchronous or asynchronous work:

- synchronous component: 3.75 hours per week from 12 -1:15 PM EST. Students will meet three times a week (MWF) for 75 minutes each time. During class students will interact as a group with each other and with the course facilitator. Students will be required to use a microphone during the class meetings, while use of a camera will be strongly encouraged (exceptions will be made pending professor’s approval).
- asynchronous component: up to 7 hours per week of independent work.

In this course you will be variously asked to **CONSIDER** (read, watch, examine, gather thoughts, reflect), **RE-ACT** (answer questions, complete assignments) and **ENGAGE** (with course materials and/or with peers).

**Assessment:**

- 10% for individual meetings with instructors
- 15% for each module, 15% x 4 = 60%
- 30% Final student independent project

Students are expected to check the Moodle course page daily so as to receive detailed information about coursework and deadlines.

**Meetings with Instructors:** Students are required to maintain active communication with their instructors throughout the course. This means that, every week, students will need to schedule a meeting with the instructor(s) teaching in any given week in order to share thoughts about the coursework and monitor their personal growth and understanding of the topics covered. Students should simply reach out to their instructors to schedule a meeting a mutually convenient time.

**Final Project:** For the final project we will circle back to original question students answered in their introductory videos: “think of a wicked problem and describe something you are passionate about but that you think isn’t quite working as it is and needs changing”. For this final project students will use various media to create a presentation in which they will address a “wicked problem” and its possible solutions by bringing in themes, topics, ideas etc., acquired during the course. More information on this project will be given during the course. The final presentation is scheduled for July 2<sup>nd</sup>.

**Special Accommodations:** Please inform your instructor if you require special accommodations or have special learning needs.

**Attendance Policy:** Up to one absence from synchronous meetings will be tolerated for this course. Although meetings will be recorded, through live participation you will be able to interact with other students as well as with course facilitators. Therefore, video recordings are not to be considered a substitute for live meetings. Should you miss more than one synchronous meeting, your final grade will be reduced by one grade increment per each additional absence. For example: the final course grade will drop (e.g. A to A-) for missing two synchronous meetings, etc.

**Strategies, Organization, & Achievement Resources (SOAR) for Distant Learning:** For information, suggestions and guidance to support your academic success (time management, study strategies, note-taking, memory strategies, test taking, writing support, quantitative reasoning center), please visit: [https://www.dickinson.edu/homepage/694/strategies\\_organization\\_and\\_achievement\\_resources](https://www.dickinson.edu/homepage/694/strategies_organization_and_achievement_resources)

**Academic Integrity:** Academic integrity is a core value in this course (as in others). You are expected to work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. You may review Dickinson College’s Honor Code [HERE](#). Violations may result in serious consequences.

**CLASS SCHEDULE (OC= online class / IW= independent work / AS: assignments)**

Week	Date	Instructors	Topic	Time/Type
	F 29 <sup>th</sup>	BG/SB	Introductory meeting	75 mins (OC)
<b>1 INTERDEPENDENCE AND GLOBAL CITIZENSHIP</b>	M 1 <sup>st</sup>	BG/SB	Interdependence	75 mins (OC) 60 mins (AS)
	T 2 <sup>nd</sup>		<i>Think about scheduling a meeting with an instructor</i>	120 mins (IW)
	W 3 <sup>rd</sup>	BG/JC/SB	Global Citizenship, Local Actions, and Community-Building	75 mins (OC) 60 mins (AS)
	Th 4 <sup>th</sup>			120 mins (IW)
	F 5 <sup>th</sup>	BG	Interdependence: Wrap-Up	75 mins (OC) 60 mins (AS)
<b>2 DIVERSITY AND INCLUSION</b>	M 8 <sup>th</sup>	KD/NS	Identity and Awareness of Self: Do you view Diversity, Equity and Inclusion through a US Lens?	75 mins (OC) 60 mins (AS)
	T 9 <sup>th</sup>		<i>Think about scheduling a meeting with an instructor</i>	120 mins (IW)
	W 10 <sup>th</sup>		Social Justice and Marginalization outside of the US: Affirmative Action Policies in Brazil	75 mins (OC) 60 mins (AS)
	Th 11 <sup>th</sup>			120 mins (IW)
	F 12 <sup>th</sup>		Embracing <i>Inter</i> : Intercultural Competence, The Intercultural Praxis Model and Interdependence	75 mins (OC) 60 mins (AS)
<b>3 SUSTAINABILITY</b>	M 15 <sup>th</sup>	SB/LL	Defining and Applying Sustainability	75 mins (OC) 60 mins (AS)
	T 16 <sup>th</sup>		<i>Think about scheduling a meeting with an instructor</i>	120 mins (IW)
	W 17 <sup>th</sup>		Sustainable Actions & Communities/ UN SDGs	75 mins (OC) 60 mins (AS)
	Th 18 <sup>th</sup>			120 mins (IW)
	F 19 <sup>th</sup>		Identity, Culture, and Power and Sustainability Actions	75 mins (OC) 60 mins (AS)
<b>4 COMMUNITY ENGAGEMENT AND SOCIAL ACTIVISM</b>	M 22 <sup>nd</sup>	BG/JC	Social activism and community engagement in France and Italy	75 mins (OC) 60 mins (AS)
	T 23 <sup>rd</sup>		<i>Think about scheduling a meeting with an instructor</i>	120 mins (IW)
	W 24 <sup>th</sup>		Cultural competence and cultural humility in action: CBL in Toulouse and Bologna	75 mins (OC) 60 mins (AS)
	Th 25 <sup>th</sup>			120 mins (IW)
	F 26 <sup>th</sup>		<i>You reap what you sow</i> : assessing the effectiveness of CBL in Toulouse and Bologna	75 mins (OC) 60 mins (AS)
	Th July 2 <sup>nd</sup>		Final Project Presentations	75 mins (OC)