



IN 395 INTERCULTURAL SKILLS FOR A GLOBAL CITIZENSHIP
IES Abroad Siena

DESCRIPTION: The aim of this interdisciplinary course is to speed up the students' process along an intercultural journey towards a different perception of reality, passing from a mere ethnocentric stage into a more distinct process of ethno-relativism. The course is designed to equip students with the theoretical and practical knowledge needed to navigate intercultural workplace situations. It will also help students contextualize their internship experience and give them a broader understanding of various issues related to the Italian work environment.

Nowadays Global organizations, either business, not-for-profit, or government, all require professionals who possess global leadership skills. Besides global leadership studies represent a new cultural dimension as well as a brand new model of education.

The class provides an in-depth overview of modern Italian society within the current global context, as an instrumental support necessary for students during their internship experiences. All sections place major emphasis on analysis of Italian/European culture, service agencies, and the service-learning experience.

This is intended to be also an interdisciplinary and a work in progress course to be modified class after class according to the circumstances and improvising stimulating discussions with students or comparing practical activities to theoretical topics.

Culture shock, the impact of experience, with a great emphasis on local and global comparison will be taught. Students will acquire skill of analysis, a source of material, object of researches. "More than one world view" means essentially that a different perception of reality is possible. Throughout the course students will be required to maintain self-reflection journals to map their experiences, insights, and progress.

CREDITS: 3 credits

CONTACT HOURS: 108 minimum (18 in class, 90+ at placement)

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

- Each week this seminar includes one two-hour in-class lecture with class analysis. Lectures will include also Power Point projections, videos, seminar discussions and student presentations.
- On-the-job work
- Independent study and research
- Facilitated class and small group discussions/presentations of work in Italy (and Siena specifically)
- Readings
- Guest lectures

During the seminar the course will:

- Explore through discussion the students' work experience;
- Help students understand, contextualize, and resolve concerns related to their on-site placement.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active participation and class discussions (10%)
- Midterm oral presentation (30%)
- Final project/research paper (60%).

A total of 18 hours for the internship seminar and 90 hours for the internship placement/host structure.

1. Regular attendance at internship placement/host structure (typically 10hrs/wk)
2. Attendance at weekly seminar (2hrs/w)

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3. Completion of assigned readings
4. Maintaining field-study journal of work experience (and their experience in Italy overall) and observations (reviewed weekly)
5. Synopses of guest lectures/ presentations
6. Final project/paper/mid-term oral presentation

LEARNING OUTCOMES:

By the end of the course students will be able to:

- develop personal leadership potentiality and global competencies
- demonstrate knowledge and understanding of the moral and ethical responsibilities of leaders in a global environment
- identify the Italian historical and sociological context and to compare with a more global and complex environment

GLOBAL LEARNING OUTCOMES:

By the end of the course, students are able to:

- Analyze the cultural differences between ethnocentrism and ethno-relativism;
- Discuss about intercultural topics;
- Develop skills to critically evaluate local and global contexts;
- Acquire understanding and an assortment of abilities (anthropological, technical, methodological, participatory and personal) that will aid his/her professional placement in a chosen field and in various social and cultural contexts.

Final Essay. Each student writes an individual essay based on the case study in the group project, drawing on theoretical models and cross-cultural issues that were presented during the course. Additional research may be required. 10 pp, double-spaced.

ATTENDANCE POLICY:

Successful progress of the program depends on the full cooperation of both students and faculty members: regular attendance and active participation in class are essential parts of the learning process. Attendance at and participation in all class meetings and field-studies are required. More than TWO unjustified absences (that are not medically excused with a written certificate of the doctor or caused by serious sudden family and/or personal occurrences, as for example death of a family member) will result in a lowering of your grade by two percentage points for every unexcused absence.

CONTENT:

Week	Content
Week 1	Global soul in a local body • Knowing and doing • Leadership and intercultural Competences • Ethnocentrism versus Ethnorelativism • Globalization and global Institutions
Week 2	Knowing the Others • Otherness and togetherness • Who is the Other? A brief history of visitors • Identity and alterity • The concept of Leadership across Cultures • Global Leadership and Service-Learning
Week 3	Skills for life • Education and leadership: mass culture or critical mass? • Italian education system

	• Democracy and education • Educating in the post-Gutenberg era: how to cope with virtual otherness?
Week 4	Beyond the multiculturalism • Interculturalism and global identity • Melting pot, integration and assimilation • The failure of a sociological model: the birth of a new intercultural perception • How globalization effects the new migration phenomena
Week 5	Teaching intercultural skills and developing a global soul • What is the globalization of Compassion? • Critical thinking and global public opinion • The making of a cross-cultural transition
Week 6	Origins and history of “Spedale” (Ospedale / Hospital) • Pilgrims, Francigena way and the new concept of “hospitality • Misericordia: a medieval no-profit organization • Pie Opere and Società di Mutua Assistenza • Private and public: America and Europe two different historical background
Week 7	Thoughts, Actions, Facts, Events... Film with an engaging topic - strictly related to the course <u>Students’ options:</u> 1) The Visitor, (Regarding the topic: culture shock and otherness) 2) Lamerica, by Gianni Amelio (1998) (Regarding the most recent Italian migration phenomena: the albanian exodus towards a “promised land” called Italy) 3) Tutta la vita davanti by Paolo Virzì (2008) (Regarding the relationship between University and Italian labour market: precariousness, gender discrimination, irregular work and underground economy)
Class 8	Final analysis Class discussion

REQUIRED READINGS:

Course-pack, with a selection of the following:

- **Martha Nussbaum**, *Skills for Life*, The Times Literary Supplement, April 30 2010
- **John Dewey**, *Experience and education*, (pp. 14-29) Kappa Delta Pi publications, 1998
- **Alfonso Casella**, *Educating in the post-Gutenberg era: how to cope with the virtual otherness*, Intercultural Horizons, Cambridge 2013
- **John Tomlison**, *Globalization and culture*, (pp. 269 – 277) Chicago Press, 1999
- **Peter Wood**, *Citizens of the World*, The Chronical of Hihger education, September 19, 2011
- **Sobhi Tawil**, *Education for global citizenship*, (pag. 1-8) UNESCO 2013
- **Margaret D. Pusch**, *Teaching intercultural skills and developing the global soul (Becoming Intercultural)* in Knowing and doing, in honor of Howard A. Berry, edited by Linda A. Chisholm, Partnership for Service-Learning and Leadership New York, 2003
- **Diego Quiroga**, *Beyond the comfort zone* Service-Learning Across Culture, Partnership for Service-Learning and Leadership New York, 2005
- **Zygmunt Bauman**, *Form of togetherness, Life in Fragments*



Blackwell, Cambridge 1995

Andrea Pitasi, Michela Marchionni and Maria Francesca Massoni, *Italian multiple identities*, in *The changing face of European identity*, edited by Richard Robyn

RECOMMENDED READINGS:

- Edited by Linda A. Chisolm, Knowing and doing, The theory and Practise of Service-Learning, in Honor of Howard A. Berry, New York 2005
- Boyacigiller, Nakiye, Schon Beechler, Sully Taylor, and Orly Levy. "The Crucial yet Elusive Global Mindset," in Handbook of Global Management: A Guide to Managing Complexity. Eds. Henry Lane, Mark Mendenhall, Martha Maznevski, and Jeanne McNett. Hoboken: Blackwell, 2004. Pp. 81-93.
- Gupta, Anil and Vajay Govindarajan. "Cultivating a Global Mindset," in Academy of Management Executive, Vol. 16, No. 1 (2002).
- Black, J. Stewart. "The Mindset of Global Leaders," in Advances in Global Leadership. Eds. William Mobley and Elizabeth Weldon. Oxford: Elsevier, 2006, Vol. 4, pp. 181-200. doi:10.1016/S1535-1203(06)04012-3(2006).
- George, William. "Leadership is Authenticity, Not Style," in Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value. CA: Jossey-Bass, 2003. Pp. 11-25.
- Hall, Tony, and Karen Janman. The Leadership Illusion. UK: Palgrave Macmillian, 2010.
- Hall, Edward, Mildred Reed Hall. "Key Concepts: Underlying Structures of Culture," in Readings in Intercultural Communication: Experiences and Contexts. Eds Judith. N. Martin, Thomas. K. Nakayama, and Lisa A. Flores. MA: McGraw-Hill, 2002. Pp. 165-171.