

UNIVERSITY OF SAN FRANCISCO
School of Education
Department of Leadership Studies
O&L 600
O&L 700
INT 398
Salzburg Global Citizenship
Summer Session 2019
3 Credits

NOTE: Dates to be updated to reflect 2023 schedule

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Class Schedule: Feb 28: 7-9 pm
April 10: 7-9 pm
May 7: 7-8 pm
May 21: 3pm-10 pm
May 22: 9am-10pm
May 23: 9 am-10pm
May 24: 9am-10pm
May 25: 9am-10pm
May 26: 9am-10pm
May 27: 9am-10pm
May 28: 9am-10pm
May 29: 8am-10am

Classroom: TBA on USF Hilltop Campus
In Salzburg Schoss Leopoldskron

Class Schedule of Activities:

Pre-Trip Meetings at USF
Tuesday, February 28

-Introductions
-Each other

- The course
- Salzburg
- Exploring Positionality
 - Cultural History Map
 - Yosso (2005)
- Leading for Change
 - Gardner (1996)
- Trip Logistics
 - Parking lot

Wednesday, April 10

- Salzburg Orientation
 - History
 - Maps and key places
- Salzburg Seminar Overview
 - Schedule of session
- Journaling Activity
 - Positionality and context
- Final Paper
 - Becoming a global citizen

Thursday, May 6

- Leading in Context
 - Representing USF
 - Learning about the U.S. from abroad
- Travel Logistics
 - Meeting details in Salzburg
- One Minute Paper
 - What does global citizenship look like now?

Salzburg Schedule

Monday, May 20

- Airport
- Check in for flight and depart for Salzburg, Austria

Tuesday, May 21

- Arrive in Salzburg, Austria
- Check in at Schloss Leopoldskron
- **3:00 pm** Group meeting at Schloss and Opening dinner

Wednesday, May 22

Morning:

Meet group for Nazi Documentation Center. Bus at 9:15 AM for pickup. Return around 3:30pm.

Afternoon and Evening:

Salzburg Opening Session (see Schedule)

6:00pm Global Seminar
Group meeting

Wednesday, May 22 – May 29 (see attached schedule which will be revised for 2019)

	Fri, May 29	Sat, May 30	Sun, May 31	Mon, June 1	Tues, June 2	Wed, June 3	Thurs, June 4	Fri, June 5
7.30	ARRIVAL IN SALZBURG	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast until 10:00
09.00		Free time to explore Salzburg	Topical Conversation in Small Groups	9.00 Departure for Dachau		<i>Building Peace, One School at a Time (Afghanistan)</i> Santwana Dasgupta	<i>Reporting on Group Discussions and Session Reflections</i>	CHECK OUT AT 10.00
10.30			Coffee/Tea		Coffee/Tea	Coffee/Tea	Coffee/Tea	
11.00			<i>Introduction to the Visit to the Dachau Concentration Camp Memorial Site</i> David Goldman		<i>Conversation on Global Citizenship</i> Jochen Fried 12.15 Group Photo	Topical Conversation in Small Groups	<i>Session Summary continued</i>	
12.30	Lunch	Lunch	Lunch	Lunch (brown bag)	Lunch	Lunch	Lunch	DEPARTUR E DAY
14.00	ARRIVAL IN SALZBURG	13.30 <i>The U.S. & the World: A Magical History Tour</i> Reinhold Wagnleitner	Topical Conversation in Small Groups	Dachau Visit Cont.	Topical Conversation in Small Groups	Plenary Discussion		
15.30	Coffee/Tea	15.00 Coffee/Tea	Coffee/Tea		Coffee/Tea	Coffee/Tea		
16.00	INTRODUCTORY MEETING	15.30 Plenary Discussion	<i>Lecture or film</i>		Individual Reflection – Envisioning	Topical Conversation in Small Groups – Where Do We Go From Here?	16:15 Departure for Schloss Leopoldskron 17:00 Schlosstour 17:30 Reception 18:00 Concert (GH) 19:00 Departure for Schlosswirt	
	17.30 Tour of facilities	17.00 Intro to Group Work		17.00 Topical Conversation in Small Groups				
		Individual Reflection - Remembering						
18.30	Dinner	Dinner	Dinner	Dinner	Barbecue?	Dinner	19.30 Farewell Dinner followed by party (STAY ON SITE)	
19.30	<i>Mapping Ethnocentrism</i> David Goldman	<i>Mapping Globalization</i> Jochen Fried and David Goldman	<i>My Maps of Europe: Walls, Borders, and Challenges</i> Astrid Schroeder	Dachau Review		Topical Conversation in Small Groups – Summarizing Notes and Posters/PPT		
20.00	(STAY ON SITE)			(STAY ON SITE)				

Course Description:

This course is designed to explore the process of becoming a global citizen from a leadership perspective. Broadly speaking, global citizens are consciously prepared to live and work in the complex interdependent society of the 21st century and contribute to improving the common global good of our planet and its citizens.

This class has 2 phases—pre-trip meetings at USF and a 10-day immersion experience taught in collaboration with the Global Citizenship Program in Salzburg, Austria. The Global Citizenship Program provides and promotes global citizenship education in cooperation with a variety of individual and institutional partners. Global citizens are people who have developed the knowledge, skills, tools, values, and commitment to:

- Understand the nature of globalization, including its positive and negative impacts around the world, and realize how it is transforming human society
- Appreciate the diversity of humanity in all of its manifestations, from local to global, and interact with different groups of people to address common concerns
- Recognize the critical global challenges that are compromising humanity's future and see how their complexity and interconnections make solutions increasingly difficult
- Collaborate with different sets of stakeholders, by thinking globally and acting locally, to resolve these critical challenges and build a more equitably sustainable world

Broadly speaking, global citizens are consciously prepared to live and work in the complex interdependent society of the 21st century and contribute to improving the common global welfare of our planet and its inhabitants.

SESSION OVERVIEW

In an age of globalization which increasingly brings people in contact with other cultures as a result of changing social, political, and economic activities and technological advances, the need to understand international affairs, to recognize cultural values other than our own, and to understand world events from a variety of perspectives, has become increasingly critical. So has the need for people to think and act as global citizens in order to address some of the most pressing issues of global concern that are facing humanity in the 21st century.

The purpose of this program is to provide an intensive seven-day international experience that will allow participants to develop a better understanding of the processes and affects of globalization and to explore pressing issues of global concern from a variety of perspectives. Participants should leave with a better understanding of what it means to be a global citizen, why it is important, and how the core values of global citizenship can be incorporated into ones present and future actions. At the end of the session it is intended that participants will have the desire, ability and empowerment to envision and affect positive change on their own campuses and in their local and global communities.

Because of the importance of the United States as a global actor, the Seminar's location in the heart of Europe, and the [historical circumstances](#) under which it was founded over sixty years ago, the session will pay special attention to the political, economic and cultural history of the trans-Atlantic relationship, its future dimensions, and the impact such changes may have on the rest of the world. At the same time, mindful of increasing global interconnectedness, the session will consider issues of particular concern to regions of the developing world. In this way, the session will formally address issues related to the relationship between the historical legacy of the latter part of the 20th century, global responsibility, humanitarian intervention, social justice, and sustainable development.

Knowing that we cannot formally address all of the important issues related to global citizenship or all of the topics of particular interest and concern to those participating in the session, ample time is available during plenary discussions, informal conversations, small group work, and other formats for participants to raise, discuss, and address topics that are not formally listed in the program. The international session faculty, faculty advisors from partner institutions, and Seminar staff are available to engage in these conversations throughout the week.

PEDAGOGICAL MODULES

Plenary Lectures: *Understanding the Contemporary World.* Faculty members will deliver these lectures to the entire student group. Lectures will generally last for about 45 minutes, followed by a half-hour coffee break, after which a discussion of the lecture will resume. The discussion portion will be a mix of questions and answers, student or faculty panels, and group exercises.

Small Group Work: Throughout the course of the week, students will break into small groups to explore a specific topic related to globalization and global citizenship in depth. More information about the specific focus of the group work will be distributed in Salzburg.

Cultural Exchange: This section of activities will seek to expose students to diverse international views about American politics and culture by introducing them to other opinions, cultural values and historical legacies. Activities include a concert of classical music, off-site visits to Salzburg and other local historical sites, like the Dachau Concentration Camp Memorial near Munich.

SESSION FACULTY

Santwana DASGUPTA is the director of Partnership for the Education of Children in Afghanistan (P.E.C.A). She got involved in the Peace and Social Justice movement by joining the group Peace in the Precincts, a program of Friends for a Non-Violent World. After working for various organizations in the technology sector and volunteering extensively in her spare time, she took on a part-time job as a program co-coordinator for

Minnesota Universal Health Care Coalition and as a volunteer development director for Friends for a Non-Violent World. She visited Afghanistan for the first time in 2006 and was moved both by the devastation caused by decades of war and by the valiant efforts of the Afghans to rebuild their country. She started as a volunteer with P.E.C.A, became a board member in 2007 and now serves P.E.C.A as the volunteer executive director. She visited Afghanistan each year since 2006 to move the work of P.E.C.A forward, and then got the support of her family to move to Kabul for two years and work directly from the ground. She took a position with the Higher Education Project, an USAID funded program, and teaches leadership and management classes to the education faculty of 22 universities and institutes of higher learning across Afghanistan. She also works with an all women's group at the Kabul Education University to develop their leadership and management skills.

David GOLDMAN is an independent consultant. His work focuses on global citizenship education, Holocaust education and memory, higher education policy aimed at increasing educational access and success among underrepresented groups. Until 2014, he was associate director of education at the Salzburg Global Seminar where he was involved in the Global Citizenship Program and the Mellon Fellow Community Initiative/Mellon Global Citizenship Program and directed sessions on higher education policy. Mr. Goldman's work with the Global Citizenship Program, which he has co-developed since its inception in 2004, focused on working with students, faculty, and administrators from a wide variety of partner colleges and universities to initiate institutional change efforts aimed at transforming their campuses into 'sites of global citizenship.' His higher education policy work with Salzburg Global focused on educational access, relevance, and success particularly for students from disadvantaged and marginalized communities. A historian by training, Mr. Goldman's research interests include global studies, Holocaust memory and education, and African studies. He received a B.A. in history and African studies from The Colorado College in Colorado Springs and an M.A. in history from the University of Salzburg. For him, global citizenship is the key to ensuring that future generations will inherit a world that is sustainable, peaceful, and inhabitable for all.

Reinhold WAGNLEITNER is associate professor of modern history at the University of Salzburg and was visiting professor of United States history at the University of Minnesota, Minneapolis, Franklin and Marshall College, Lancaster, Pennsylvania, and the University of New Orleans, Louisiana. For many years he also played bass and sang in Austrian rock and jazz bands. He is a lecturer of history at Salzburg College and the former president of the Austrian Association for American Studies. In 1998, he founded the research group "History @ Internet." Until 2012 he was the chair of the scientific board of the Leopold-Kohr Academy and is the chair of the Society of Modern History. In 2001, Dr. Wagnleitner's project, "Satchmo Meets Amadeus" was awarded the Tolerance and Diversity Prize from the Embassy of the United States in Vienna. Dr. Wagnleitner is the author of *Coca-Colonization and the Cold War: The Cultural Mission of the United States in Austria After the Second World War*, the co-editor of *Here, There, and Everywhere: The Foreign Politics of American Popular Culture*. His most recent book is *Satchmo Meets Amadeus*. Dr. Wagnleitner serves on the Editorial Advisory Board of the *Encyclopedia of New Orleans*, which will be published to celebrate the

300th anniversary of the city in 2018. He is a Fellow and has served on the Faculty of many Salzburg Global Seminar sessions and is a Core Faculty member of the GCP, having participated in over fifty sessions for both students and faculty.

LECTURE TOPICS

- Mapping Ethnocentrism
- Mapping Globalization
- The US of America and the World: A Magical History Tour
- Building Peace, One School at a Time (Afghanistan)
- The Legacy of the Holocaust in Europe: An Introduction to the Visit to the Former Concentration Camp in Dachau
- My Maps of Europe
- Conversation on Global Citizenship

SESSION STAFF

Jochen FRIED is the director of education at the Salzburg Global Seminar and responsible for developing and maintaining programs that highlight the role of education in building resilient and equitable societies. Throughout his professional career he has been involved in higher education in a number of different capacities: as a lecturer at Cambridge University, UK, and at the University of Ljubljana, Slovenia; as senior officer in the secretariat of the German Council of Science and Humanities; and as head of programs at the Institute for Human Sciences in Vienna. More recently, he was a visiting scholar at various universities and colleges in the U.S. including Smith College in Northampton, San Jose State University, Bronx Community College, and Morehouse College in Atlanta. He has worked in more than twenty countries on behalf of national and international organizations, is frequently invited as a speaker and publishes regularly. Dr. Fried received a doctorate in German literature from Düsseldorf University, Germany. For him, global citizenship means to encounter the human face in globalization.

Astrid SCHRÖDER is a program director for the Global Citizenship Program (GCP) at the Salzburg Global Seminar. She focuses on the GCP student sessions, program development and relationship building. At Salzburg Global she has held a number of positions and was also responsible for the Seminar's cooperation with the Salzburg Festival and the Writer in Residence series. Before joining Salzburg Global in 1997, Ms. Schröder was administrator for the department of MultiMediaArt at the Salzburg University of Applied Sciences and Technologies. During her studies in Berlin, she received a scholarship to the University of Minnesota in Minneapolis where she mainly took classes in United States history, American and African American literature and theater. Originally from Germany, she holds an M.A. in North American studies, modern history, and theater arts from the Free University of Berlin's John F. Kennedy Institute. For her, global citizenship is an endless journey of learning and unlearning.

Course Reading (and Viewing) List

Below are the articles and videos that all participants read and/or view prior to the session in Salzburg. They address some broader ideas related to the concept of global citizenship as well as some of the specific topics that will be addressed during the week. The “Additional Resources” section contains a few readings that address some of the broader themes related to globalization which we will discuss in Salzburg as well as some additional readings on education for global citizenship.

Reading List

- [Global Citizenship in Theory and Practice](#)
Schattle, Hans. *Global Citizenship in Theory and Practice*. In: Lewin, Ross (Ed.). *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship* (pp. 3-20). New York, NY: Routledge, 2009.
- [The World House Essay](#)
King, Martin Luther, Jr. *The World House*. In: *Where Do We Go From Here: Chaos or Community?* Boston: Beacon Press, 1968.
- [Legacies of Dachau: The Uses and Abuses of a Concentration Camp, 1933-2001](#)
Marcuse, Harold. “Legacies of Dachau: The Uses and Abuses of a Concentration Camp, 1933-2001 (Introduction without notes),” Cambridge University Press, 2001.
- [UN Declaration of Human Rights](#)
- [UN Millennium Development Goals](#)
- [The Empire of Fun: pop culture and geopolitical aesthetics.](#)
Wagnleitner, Reinhold. In: Almquist, Kurt; Linklater, Alexander (eds.). *On the Idea of America: Perspectives from the Engelsberg seminar, 2009* (pp. 79-93). Latvia: Livonia Print, 2010.

Viewing List

Below are a few videos which have been animated/adapted from TED Talks and the Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA).

- [The Danger of a Single Story](#)
Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.
- [21st Century Enlightenment](#)
Matthew Taylor explores the meaning of 21st century enlightenment, how the idea might help us meet the challenges we face today, and the role that can be played by organisations such as the RSA.
- [The Empathic Civilisation](#)
Bestselling author, political adviser and social and ethical prophet (sic) Jeremy Rifkin investigates the evolution of empathy and the profound ways that it has shaped our development and our society.

- [Changing Education Paradigms](#)
This animate was adapted from a talk given at the RSA by Sir Ken Robinson, world-renowned education and creativity expert and recipient of the RSA's Benjamin Franklin award.
- [Shift Happens](#)
There are several versions and adaptations of this video out there on the internet. The original idea and content are credited to Karl Fisch and Scott McLeod.
- [7 Billion](#) National Geographic Magazine.

Additional Resources

Below are links to websites that can be used to supplement those found in the **Pre-session Readings** section above. They are grouped into various categories and provide a good starting point for those wishing to examine specific topics in greater depth.

Articles

- [Inescapably Side by Side: An Interview with David Held](#)
Thorup, Mikkel and Mads P. Sorensen. "Inescapably Side by Side: An Interview with David Held." *Polity*, February, 2004.
- [Europe vs. America](#)
Judt, Tony. "Europe vs. America." *The New York Review of Books*, Vol. 52, No. 2, February 10, 2005.
- [It's a Flat World, After All](#)
Friedman, Thomas L. "It's a Flat World, After All". *The New York Times Magazine*, April 3, 2005.
- [Why the World isn't Flat](#)
Ghemawat, Pankaj. "Why the World isn't Flat". *Foreign Policy*, March/April, 2007.

Websites/Resources

- [The Globalist](#). Browse through this site for a variety of articles on globalization and global issues.
- [Open Democracy: Free Thinking for the World](#). Browse through the articles on this website for interesting and informative articles, perspectives, and opinions on current world events and topics of global concern.
- [Global Policy Forum](#). Browse through this site for a variety of articles arranged by topic.
- [The Pew Global Attitudes Project, "Views of a Changing World,"](#) June 3, 2003 (The Pew Research Center for the People and the Press: Washington, DC).

United Nations

[UN in Brief](#)

[UN Rio Declaration on the Environment and Development](#)

[UNESCO Declaration on Cultural Diversity](#)

Plesch, Dan. ["The Hidden History of the United Nations."](#) openDemocracy. 2005.

Sustainable Development and the Environment

Hardin, Garrett. ["The Tragedy of the Commons."](#) *Science*, Vol. 162, Issue 3859, 1243-1248, December 1968.

McKibben, Bill. ["Green Fantasia."](#) *New York Review of Books*, Vol. 55, No. 17, November 6, 2008.

Hart, Stuart L. and Mark B. Milstein. ["Creating Sustainable Value."](#) *Academy of Management Executive*, Vol. 17, Number 2, 2003.

Schumacher, E.F. ["Buddhist Economics."](#) in *Small is Beautiful*. New York: Harper Perennial, 1989.

Information for Students with Disabilities:

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course must contact Disability Related Services at (415) 422-2613 (v/tdd). Students with Learning Disabilities may contact Learning Disability Services at (415) 422-6876.

Guiding Principles and Student Learning Outcomes:

1. Promote personal growth in becoming a Global Citizenship through class activities, fieldwork, networking, and class projects.
2. Analyze your beliefs, values, assumptions and identities while learning about the beliefs, voices and values of others.
3. Engage in and learn teamwork skills.
4. Demonstrate ability to work with other classmates while traveling, socializing, and completing global team project during this program.
5. Develop new personal, professional, and strategic networks to advance global citizenship and professional advancement.
6. Develop leadership style using the skills of flexibility, adaptability, and problem solving.
7. Create cultural understanding and open-mindedness.
8. Collaborate with global partners from other universities at the Salzburg Seminar.
9. Demonstrate an understanding of the responsibility that all individuals share to be ethically engaged in furthering the welfare of their local and global communities.
10. Develop personally through introspection, disclosure, and feedback

Assignments and Grades:

This course involves the completion of the following culminating activities:

(1). Final Paper: On Becoming a Global Citizen

As the *Educating Leaders for a Global Society* report testifies: "For students preparing for leadership in today's world, knowledge about the rest of the world is no longer a luxury; it is a necessity" (2006, p.3). We must be equipped with the knowledge,

set of skills, values, and global perspectives to be citizens of the new world. Acquiring the knowledge, skills, values, and perspectives necessary to function as citizens in a global environment will take us only so far. To become true global citizens it is not enough to be a passive and well-informed “cosmopolitan” but we must take action.

From the course materials, class presentations, discussions, the dialogues with your colleagues, and your reflective log or diary, please write a four to five page paper on what it means to you to become a global citizen. This paper should cite literature (from the course and from your own outside reading) and address the following questions:

1. Define what is a global citizen;
2. What forces do you feel facilitate global citizenship – in the world and in your community today?
3. In contrast, discuss the forces you feel work against becoming global citizens; and
4. Finally, and most importantly, realizing that becoming a global citizen is not a destination but a journey, propose a plan or set of actions you believe will help you become a more global citizen. Please connect this plan to your current studies/research as a graduate student, and discuss how you envision being a global citizen in your own academic field.

(2). Participation/Attendance

Your attendance and full participation at the class meetings is critical and required. You will learn from your classmates and benefit from their varied cultures, experiences, observations, and questions.

(3). Final Course Grade

Final grades will be determined by the combination of attendance, participation, and assignment grades.

Thank you for your active participation in the Salzburg Seminar. We are very proud of your involvement and contributions. This assignment gives you a chance to reflect on your commitment and future actions in “Becoming a Global Citizen.”